



**FOREIGN LANGUAGE LEARNING IN PRIMARY SCHOOLS  
WITH SPECIAL REFERENCE TO  
INDONESIA, THAILAND AND AUSTRALIA**

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**A Thesis Submitted in Fulfilment of the Requirements for the Award of**

**MASTER OF ARTS IN APPLIED LINGUISTICS  
(by Research)**

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THE UNIVERSITY OF ADELAIDE**

**1999**

## ACKNOWLEDGMENTS

To begin with I would like to praise God, Lord Almighty who gave His blessing upon me during the period of my study. My sincere thank is extended to AusAID who sponsors my study for an MA by research degree in Centre for European Study and General Linguistics at the University of Adelaide, South Australia.

My great gratitude is addressed to my supervisors Professor Peter Mühlhäusler and Peter Mican, who have guided me with their knowledgeable suggestions for my thesis. I also wish to thank Mr Des Moriarty and Mr David Rose who assisted me during the early period of my candidature as well as to Dr Rob Amery who has given me useful suggestion during the absence of Professor Peter Mühlhäusler.

I am thankful for the cooperation of the teachers whom I interviewed and whose class I observed in Indonesia, Thailand and Adelaide, SA. I would like to thank people in Thailand who were very kind and helpful to me while I was collecting my data. Those are Ajan Pajom, Prince of Songkhla University, Pattani, Ms Warapon Bangliang, Supervisory Unit ONPEC, Chulee Japayom, Nakorn Pathom, who helped with the translation of the Thai EFL Policy. Angkana and Pradit from Khon Khaen University, Khon Khaen. I also thank the Indonesian Language Adviser, Linna Ruggiero who helped me with information on Indonesian teaching programs in South Australian schools.

My thanks also go to all my fellow students in the Linguistic graduate seminars for their constructive comments and suggestions on my thesis and for those who have given support during my period of study, and to Mrs Jackie Mühlhäusler for the editorial feedback to my thesis. At last, I am very indebted to my family who have given me support although we were separated by thousands of miles.

Nihta VF Liando

**\*\*\* Kepada yang tercinta \*\*\***

***Motto:***

**The fear of the LORD  
is the beginning of knowledge,  
*Proverbs 1:7a***

**I hear and I forget  
I see and I remember  
I do and I understand  
*Confucius***

**Grief can take care of itself but the full of joy,  
you must have somebody to divide it with.  
*Mark Twain***

***Age quod agis et quam habeas!***



## DECLARATION

This thesis contains no material which has been accepted for the award of any degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where the reference has been made in the text.

I give my consent to this copy of my thesis, when deposited in the University library, being available for loan and photocopying.

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21 July 1999

## **ABSTRACT**

**This thesis addresses the implications of language policy for foreign language teaching practice. It specifically looks at the implementation of language policy on the practice of teaching English in Indonesian and Thai primary schools as well as on the practice of teaching Indonesian in Australian primary schools.**

**Teaching English in primary schools is a topic of on going debate among Indonesian educational experts. Since the introduction of the 1994 curriculum, English has been included as an optional subject to be taught from year four.**

**In Thailand, English has been taught in primary school for over two decades to years five and six. However, its introduction to year one students as part of the educational reform of 1996 rises problems.**

**Indonesian is one of the languages other than English taught in Australian primary schools. It is increasingly taught in Australian schools because Australian politicians and educational policy makers recognise that Asian countries are Australia's closest neighbours and that it is important to have good relationships.**

**I will discuss the implications of the policies for the classroom with reference to policy documents, teacher interviews and recorded classroom data. This thesis includes analysis of language policy, of classroom interaction, of the roles of teachers and students and of teaching techniques. It is hoped that the findings of this thesis can help the effective implementation of the language policies.**

**List of tables and figures:**

	<b>Page</b>
<b>Table 4.1</b>	75
<b>Table 4.2</b>	114
<b>Table 4.3</b>	116
<b>Table 5.1.</b>	124
<b>Figure 5.1</b>	143
<b>Figure 7.1</b>	206

### List of abbreviations

<b>ASEAN</b>	<b>:</b>	<b>Association of South East Asian Nations</b>
<b>CBSA</b>	<b>:</b>	<b>Cara Belajar Siswa Aktif</b> <b>(Students' Active Learning Style)</b>
<b>CPH</b>	<b>:</b>	<b>Critical Period Hypothesis</b>
<b>CLT</b>	<b>:</b>	<b>Communicative Language Teaching</b>
<b>DETE</b>	<b>:</b>	<b>Department of Employment Training and Education</b>
<b>DEPDIBUD:</b>		<b>DEPartemen PendiDIK dan KeBUDayaan)</b> <b>(Department of Education and Culture)</b>
<b>DIKDASMEN:</b>		<b>PendiDIK DASar dan MENengah</b> <b>(Basic and Secondary Education)</b>
<b>DIRJEN</b>	<b>:</b>	<b>DIRektorat Jenderal</b> <b>(Directorate General)</b>
<b>EFL</b>	<b>:</b>	<b>English as a Foreign Language</b>
<b>ESL</b>	<b>:</b>	<b>English as a Second Language</b>
<b>esp.</b>	<b>:</b>	<b>especially</b>
<b>FKIP</b>	<b>:</b>	<b>Fakultas Keguruan dan Ilmu Pendidikan</b> <b>(The Faculty of Teacher Training and Education)</b>
<b>FL</b>	<b>:</b>	<b>Foreign Language</b>
<b>FLT</b>	<b>:</b>	<b>Foreign Language Teaching</b>
<b>GBPP</b>	<b>:</b>	<b>Garis-garis Besar Program Pengajaran</b> <b>(General Guidelines of Teaching Program)</b>
<b>HIGs</b>	<b>:</b>	<b>High Input Generators</b>
<b>IKIP</b>	<b>:</b>	<b>Institut Keguruan dan Ilmu Pendidikan</b> <b>(The Institute of Teacher Training and Education)</b>

<b>IPBI</b>	<b>:</b>	<b>Inspeksi Pengajaran Bahasa Inggris (Inspection of English Teaching)</b>
<b>IRF</b>	<b>:</b>	<b>Initiation Respond Feedback</b>
<b>L1</b>	<b>:</b>	<b>First Language</b>
<b>L2</b>	<b>:</b>	<b>Second Language</b>
<b>LAD</b>	<b>:</b>	<b>Language Acquisition Device</b>
<b>Lgs</b>	<b>:</b>	<b>Languages</b>
<b>LIGs</b>	<b>:</b>	<b>Low Input Generators</b>
<b>LMRC</b>	<b>:</b>	<b>Language and Multicultural Resource Centre</b>
<b>LOTE</b>	<b>:</b>	<b>Languages Other Than English</b>
<b>LP</b>	<b>:</b>	<b>Language Policy</b>
<b>ONPEC</b>	<b>:</b>	<b>Office of the National Primary Education Commission</b>
<b>PS</b>	<b>:</b>	<b>Primary School</b>
<b>SA</b>	<b>:</b>	<b>South Australia</b>
<b>SD</b>	<b>:</b>	<b>Sekolah Dasar (Primary School)</b>
<b>SMP</b>	<b>:</b>	<b>Sekolah Menengah Pertama (Junior High School)</b>
<b>TEFL</b>	<b>:</b>	<b>Teaching English as a Foreign Language</b>
<b>TL</b>	<b>:</b>	<b>Target Language</b>
<b>TPR</b>	<b>:</b>	<b>Total Physical Response</b>
<b>Wk</b>	<b>:</b>	<b>Week</b>

# TABLE OF CONTENTS

	<b>Page</b>
<b>Acknowledgments</b> .....	i
<b>Dedication</b> .....	ii
<b>Motto</b> .....	iii
<b>Declaration</b> .....	iv
<b>Abstract</b> .....	v
<b>List of tables and figures</b> .....	vi
<b>List of abbreviations</b> .....	vii
<b>Table of Contents</b> .....	ix
<b>Chapter I: INTRODUCTION</b>	<b>1</b>
1.1. Objectives.....	3
1.2. Background and Reasons for Choosing the Topic	4
1.3. Definition of Terms .....	7
1.4. Research Questions .....	8
1.5. Limitations of the Study.....	9
1.6. Organisation of the Study.....	10
<b>Chapter II: LITERATURE REVIEW</b>	<b>12</b>
2.1. Introduction .....	12
2.2. Ideas on Language Planning.....	15
2.3. Learning Language other than the Mother Tongue	19
2.3.1. Age-related Issues .....	20
2.3.2. Psycholinguistic Arguments.....	26
2.3.3. Sociolinguistic Arguments.....	31
2.3.4. Pedagogic Arguments.....	34
2.4. Implications of Language Policy for Classroom Practice.....	37
2.5. Summary.....	52

<b>Chapter</b>	<b>III: METHODOLOGY</b>	<b>54</b>
3.1.	Introduction .....	54
3.2.	Review of Methodology.....	55
3.3.	Data Collection Procedures.....	62
3.3.1.	Documents.....	62
3.3.2.	Classroom Observation .....	64
3.3.3.	Interviews.....	67
3.1.	Data Analysis Procedures.....	69
3.2.	Summary.....	72
<b>Chapter</b>	<b>IV: SURVEY OF LANGUAGE POLICIES</b>	<b>73</b>
4.1.	Introduction .....	73
4.2.	Thailand.....	74
4.2.1.	Language Policy.....	74
4.2.2.	Issues in the Implementation of the Policy	80
4.3.	Indonesia.....	84
4.3.1.	History of Language Development in Indonesia.....	85
4.3.2.	History of Teaching and Learning English in Indonesia.....	91
4.3.3.	Language Policy.....	93
4.3.4.	Issues in the Implementation of the Policy	97
4.4.	Australia.....	101
4.4.1.	Language Policy.....	102
4.4.2.	Issues in the Implementation of the Policy	106
4.4.2.1.	LOTE in primary schools.....	106
4.4.2.2.	Teaching Indonesian in South Australian schools.....	109
4.5.	Comments on Language Policy .....	114
4.5.	Summary.....	117

<b>Chapter</b>	<b>V:</b>	<b>ORGANISATIONAL MATTERS AND TEACHING APPROACH</b>	<b>119</b>
5.1.		Introduction .....	119
5.2.		Organisational Matters.....	120
5.2.1.		Issues in the Classroom.....	120
	5.2.2.1.	General issues found in primary school classroom practices.....	120
	5.2.2.2.	Specific issues in the classroom	123
	A.	Size of class.....	124
	B.	Time allocation.....	127
	C.	Personnel.....	129
	D.	Teaching resources.....	133
5.3.		Teaching Approach .....	140
	5.3.1.	Theoretical Background .....	140
	5.3.2.	Analysis of Classroom Data.....	147
	5.3.2.1.	Aspects of classroom interaction.....	148
	A.	Teacher questions.....	148
	B.	Teacher feedback and error treatment.....	152
	C.	Teacher explanation.....	154
	D.	Modified input and interaction	155
	E.	Turn-allocation and turn-taking behaviour.....	157
	F.	Student talk.....	159
	5.3.2.2.	Classroom data in contexts.....	161
	A.	Thai context.....	162
	B.	Indonesian context.....	166
	C.	Australian context.....	169
5.4.		Comments on Classroom Interaction .....	172
5.5.		Summary .....	174
<b>Chapter</b>	<b>VI:</b>	<b>IMPLICATIONS OF THE STUDY</b>	<b>176</b>
6.1.		Introduction .....	176
6.2.		Implications for Higher Education.....	177
6.3.		Implications for the Primary Education Classroom	182
6.4.		Implications for Teachers Reform.....	185



	6.5.	Implications for Curriculum Improvement..	192
	6.6.	Summary .....	195
<b>Chapter</b>	<b>VII:</b>	<b>CONCLUSIONS AND THE CONTRIBUTION OF THE STUDY: RECOMMENDATIONS</b>	<b>197</b>
	7.1	Conclusions.....	197
	7.2.	Contribution of the Study: Recommendations	203
	7.2.1.	Recommendations for Language Policy	203
	7.2.2.	Recommendations for Classroom Practices	207
<b>BIBLIOGRAPHY</b>		.....	<b>211</b>
Appendix A:		Thai English as a Foreign Language Policy (Thai original and translation into English).....	229
Appendix B:		Thai Education Reform.....	238
Appendix C:		Indonesian English as a Foreign Language Policy (Indonesian original and translation into English)	245
Appendix D:		Indonesian English Teaching Program (Indonesian original and translation into English)	252
Appendix E:		Transcription of interview with Indonesian Language Adviser in Language and Multicultural Resource Centre, Newton, Adelaide and its translation into English .....	269
Appendix F:		Transcription of interview with selected people in the Thai education system, including several English teachers.....	289
Appendix G:		Transcription of interview with English teachers in Manado, Indonesia and its translation into English.....	295
Appendix H:		Fieldwork diary.....	304
Appendix I:		Indonesian primary school classroom data ...	319

Appendix J:	Thai primary school classroom data.....	336
Appendix K:	South Australian primary school classroom data	351
Appendix L:	Summary of Languages Plan 1998 - 2007 in South Australia (draft).....	362
Appendix M:	Example of children songs (translated from Indonesian into English) .....	373
Appendix N:	Photographs of PS classroom.....	383
Appendix O:	Map of Research Location.....	386

# Chapter 1

## INTRODUCTION

Language learning has become a perennial issue in the field of education because so many variables are involved. They include the learners, the teachers, the methods and techniques, the policies as well as the language itself. Language learning also relates to many aspects of social and cultural life.

Foreign language learning especially has become a central issue all over the world since people have realised it is important for international relationships. Many efforts have been made to improve the effectiveness of specific programs. Foreign language programs have been the focus of attention in the business of finding out the best way to run and also the best time to begin appropriate programs.

Regarding foreign language programs, few studies have been done in the area of teaching English in Indonesian primary education. Murni (1993) and Cobbe and Musa (1992) deal with primary education but with little attention to English language programs. Murni (1993) has looked especially at the use of whole language method in developing the second language reading skills of primary school pupils. While Cobbe and Musa (1992) reported the upgrading program for primary school teachers to Diploma Dua (D2).

Reports and studies on Indonesian language policy have been done by Alisyahbana (1976), Dardjowidjojo (1998), Heryanto (1954) and Slametmuljana (1965) as well as by experts in language planning around the world such as Rubin (1977) and Baldauf and Luke (1990). However, none of these previous studies have looked specifically at the relationships between language policy and the implementation of teaching English as a

foreign language (TEFL) in primary schools. Therefore I have decided to do a study which focuses on foreign language learning in primary schools and the implications of language policy for practice.

The topic for this study is *"Foreign Language Learning in Primary Schools, with Special Reference to Indonesia, Thailand, and Australia"*. I will begin the introductory part of this thesis by presenting the objectives, some background to the topic, reasons for its choice, scope and limitations of the study, and a definition of the terms.

## **1.1. OBJECTIVES**

This study aims to assess the implementation of policy, in particular foreign language policy, regarding the teaching and learning of English as a foreign language in primary schools in Indonesia and Thailand, as well as foreign languages known as LOTE (Languages Other Than English) in Australia, and to examine the implications of the policy.

## 1.2. BACKGROUND AND REASONS FOR CHOOSING THE TOPIC

Foreign language teaching has developed as a prominent issue as awareness of the importance of learning a foreign language has grown in a globalised era. There are many foreign language programs all over the world, including Asian countries where English is the most popular second or foreign language taught in schools.

English as an international language is becoming increasingly important, especially for non-English speaking countries. As an international language, it functions to establish relationships among the countries in the world. Consequently, ASEAN countries, including Indonesia and Thailand, have chosen English to be taught in formal education. It is seen as necessary to provide tertiary students with a knowledge of English in order that they are able to read textbooks which are mostly written in English. Furthermore, it is also useful for them in their future professions because proficiency in spoken and written English is one of the requirements to get a professional job nowadays.

In the Indonesian school system, the English language curriculum has changed three times since 1975. The main reason for these changes is the

continuing unsatisfactory results in students' English proficiency. The curriculum that applied from 1975-1984 was based on the traditional method where the focus of teaching and learning English was mainly on grammar. In 1984 the curriculum changed to a communicative approach which focused on communicative skills. The current curriculum (Depdikbud 1994) in Indonesia focuses on an approach to meaning in specific contexts. In this approach meaning is the central focus of learning, not the grammar or structures.

However, based on my own experience both when I was a student as well as my position as an English teacher, changing the curriculum has not significantly improved the outcomes, which remain more or less the same as was exposed in the Musyawarah Guru Mata Pelajaran -MGMP- Bahasa Inggris (English Teachers Meeting) in Manado in 1995. This suggests that it is not only the curriculum which needs to be addressed, but also the problem of how to make English more comprehensible to secondary students and how to improve their level of proficiency. One option is to consider the implementation of TEFL from an early level of education, that is in primary school, in order to attain better results in students' English proficiency in higher levels of education. This would give students longer opportunities to learn. Therefore, TEFL in primary school should be seen as one innovative way of improving TEFL in general.

An appropriate foreign language policy is essential to develop EFL program because language policy, especially policy for foreign languages, governs how those foreign languages are treated and taught in formal education. A policy would include such aspects as the goals, curriculum, methods, techniques and materials.

Since the aim of this study is to influence Indonesian language policy and planning, the research is conducted partly in Indonesia and the implications made mostly refer to the Indonesian education system. However comparative research is also conducted in Thailand and Australia.

The writer considers Thailand the most suitable ASEAN country for this comparative study for two reasons. Firstly, Thailand has been running TEFL programs in primary schools for several years. Secondly, in terms of the status of English, both Thailand and Indonesia consider English as a *foreign language* whereas other ASEAN countries such as Malaysia, Singapore and the Philippines consider English as a *second language*, a legacy of British colonialization in those latter countries.



Historically, neither Indonesia nor Thailand had strong relationships with European countries where English is spoken. Thailand, for example has been conquered by the Vietnamese, Cambodians, and Burmese, while Indonesia has been colonised by the Dutch and Japanese. Thus, English has been chosen as the foreign language to be taught in formal education for communicative and academic reasons as well as economic reasons, rather than for historical reasons.

To balance the discussion of TEFL, as far as foreign language learning is concerned, part of the research was conducted in South Australia. The aim is to look at the foreign language policy and how languages other than English (LOTE) are taught in primary schools. Regarding LOTE programs, I deliberately chose Indonesian because it is the official language of my native country..

### 1.3. DEFINITION OF TERMS

The following terms have been used in this study:

- 1.3.1. *Foreign language*: English for non English-speaking countries, and languages other than English for English-speaking countries such as Australia ,

- 1.3.2. *TEFL*: the teaching of English as a foreign language in formal education.
- 1.3.3. *LOTE* (Languages Other Than English): the term used in the Australian education system for foreign languages, including indigenous languages.
- 1.3.4. *Implementation of TEFL*: how TEFL is implemented in formal education.
- 1.3.5. *Primary school*: as the basic level of formal education. In general, children between the ages of approximately aged 6 and 12 are eligible to attend primary school.
- 1.3.6. *Language Policy*: government policy in relation to foreign languages.
- 1.3.7. *Prathom*: a term used in Thai education system to refer to year or grade in primary school.

## 1.4. RESEARCH QUESTIONS

This study addresses the following questions:

1. What similarities are there between the educational systems of Indonesia and Thailand with respect to teaching and learning English as a foreign language in primary schools which are based on the language policies of those countries?

2. How does language policy affect teaching English as a foreign language to students at the primary level in Indonesia and Thailand?
  - How does language policy affect the implementation of teaching English as a foreign language (TEFL)?
  - How do teachers of English in primary school interpret and react to this policy in relation to TEFL?
  - What is the influence of language policy on students' way of learning and their English proficiency?
  - Does language policy influence the outcomes of students' English proficiency?
3. What is the nature of the policy and implementation of the Language Other Than English (LOTE) program in Australia?

## 1.5. LIMITATIONS OF THE STUDY

This study covers teaching English as a foreign language in non-English speaking countries as well as languages other than English in English-speaking countries. Regarding teaching English as a foreign language, the research is conducted in Indonesia and Thailand. In Indonesia the research is limited to the provincial city of North Sulawesi, called Manado, while in Thailand the research is in Pattani, South of Thailand, Bangkok and Khon

Kaen, in the northeast of Thailand. Within each city, research is conducted in several classrooms in one or more primary schools. In Australia, the research focuses on the teaching of Indonesian in South Australian primary schools, the classroom data being taken from one of the public schools located in the southern area of Adelaide.

The issue of linguistic imperialism is an important aspect of language policy, especially for foreign languages (Tollefson 1991, Fairclough 1992, Lim 1995). Mühlhäusler (1994) defines linguistic imperialism as “the expansion of a small number of privileged languages at the cost of a large number of others” (p.121) He then continues that “the language teaching profession is a potential instrument of linguistic imperialism” (p.121). Despite its relevance this issue is not addressed here.

## 1.6. ORGANISATION OF THE STUDY

This thesis comprises seven chapters. *Chapter one*, the introductory chapter, deals with the background of the study, objectives, research questions, limitations of the study, and its significance. In this chapter, I explain the reasons for choosing the topic and the details of the study. *Chapter two* presents the justification for the study from several points of view, reviewing relevant literature in the field. Since this study is about

language policy and implications for teaching English in primary schools, the literature review moves from language policy to language learning at an early age, and finally to the implications for language policy to teaching English as a foreign language (TEFL) in primary school. In *chapter three*, I describe the methodology of the qualitative research, how the data are collected and analysed. The presentation and analysis of the findings is discussed in chapter four and five. *Chapter four* deals with language policy followed by the issues of implementation in the three different countries where the data is collected. Analysis of the classroom issues both organisational matters and the teaching approach are included in *chapter five*. The implications of the research are described in *chapter six*. Lastly, *chapter seven* includes the conclusions and contribution of the study and its recommendations.

# **C h a p t e r 2**

## **LITERATURE REVIEW**

### **2.1. INTRODUCTION**

In this chapter, I will review the literature on language policy and its effects on the implementation of teaching English as a foreign language in primary school. The first section reviews language planning and its importance in determining how languages should be treated. The second section reviews studies of children learning foreign languages. In this

section, I will begin by clarifying the status of English as a foreign language, and then move on to discuss how children learn a language, what they learn and which age is best to learn. This will lead to the discussion in the following section about learning a foreign language in the primary education classroom context. Finally, I will consider the optimal language policy, and its implementation.

Despite the fact that foreign language programs in primary school have been operating for some time in many countries, especially in developed countries such as the United States, Canada, and Australia, many developing countries are still struggling with the implementation of such programs and still debating whether or not it is necessary to begin teaching a foreign language in primary school (Carroll 1975, Brown 1994, Kandiah and Kwan-Terry 1994, Lewis and Massad 1975). With respect to language in developing nations, Bo Yin (1990:335) argues that “language is an essential element in social communication and nation building”. Therefore nations need to provide positive environments for language development.

Both Indonesia and Thailand regard English as a foreign language. Since the terms ‘second’ and ‘foreign’ are often misunderstood, it is important to

give an explanation of them. Littlewood (1984) defines the difference between second and foreign languages as follow:

*Second language* indicates the language that has communicative function inside the community where the learners live; while *foreign language* indicates the language that has no established function inside the learners' community but will be used mainly for communicating with outsiders (p.54).

In Indonesia and Thailand, English is not the language spoken in the community. Rather, it is used mainly for communicating with foreigners, especially those from English speaking countries. Moreover, most of the textbooks in science and technology used in Indonesian universities are written in English. Ferguson (1966) recognised over thirty years ago that English was one of the major "languages of wider communication" that plays an increasingly vital role in higher education, especially in science and technology (cited in Lewis and Massad 1975:18). This is supported more recently by Kaplan in Baldauf (1990:7) who states that English is the world language of science and technology.

However, this role of English, to a certain extent, has problematic implications for the culture of a nation. This applies especially to the young generation, who are most easily affected by a western lifestyle that may be inappropriate for the culture and the way of life in non-European nations. Nevertheless, the use of English is rapidly increasing both in



Thailand and Indonesia, as well as in other developing countries. People are becoming increasingly aware of the need to be able to speak English for specific purposes. As a result, English is chosen to be taught in formal education. In Indonesia and Thailand, it is the first foreign language taught in formal education.

Moreover, in this era of globalized economic and information systems, developing countries like Indonesia and Thailand see it as important to give more attention to languages other than the national language especially because of the incredible increasing use of the Internet. This is fundamental to building relationships with other countries so that they can exchange economic and cultural information. Throughout the developing world, English has become the essential language for global communication such as the Internet.

## **2.2. IDEAS ON LANGUAGE PLANNING**

Language planning is a relatively new discipline which has developed rapidly during the last 20 years (Kaplan and Baldauf 1997). It is “a body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities” (Kaplan and

Baldauf 1997:3). Language planning itself covers a range of orientations such as language purification, language reform, language spread, language revival, language standardisation, lexical modernisation, stylistic simplification, language maintenance, terminological unification, interlingual communication and auxiliary code standardisation (Kaplan and Baldauf 1997). Language planning is important both to preserve existing languages and to guide the development of additional languages needed in a nation.

As stated previously, language planning covers a range of orientations. The activities which include the selection of languages, where and how languages are to be taught, and how they are to be standardised are part of the process of language-in-education. Language-in-education is part of human resource development planning (Kaplan and Baldauf 1997), specifically in language teaching and learning processes. In language-in-education planning, there are six primary objectives<sup>1</sup>: 1) identifying a target population, 2) teacher supply, 3) the syllabus, 4) methods and materials, 5) definition of available resources to support a language education program, 6) assessment - the measurement of students' success at stipulated programme intervals - and evaluation - the measurement of the relative success of the entire programme.

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<sup>1</sup> Details in Kaplan and Baldauf (1997), pp. 113-117

As the discipline of language planning is developing rapidly, key terms are used by various writers. Thus, a *language policy* functions to regulate the position, use, or preservation of a nation's language or languages (including indigenous languages); a *foreign language policy* relates to the specific regulations or measures regarding the position and use of foreign languages in the country; a *foreign language teaching policy* is specifically concerned with the teaching and learning of foreign languages (van Els 1994:36).

Most language policy is a top-down product, meaning that it comes from the government. Although contributions are made by a number of experts before a language policy is launched, sometimes the policy does not really meet the needs of the society. Why? Because sufficient survey and observation has not been done to enable the making of policy (see Figure 7.1).

In multilingual nations such as Indonesia, it is the central government which designs and conducts language planning in relation to national language, native languages, and foreign languages. That is why having a national language is essential to make it possible for people from different ethnics to communicate each other. On the other hand, foreign languages

are also necessary for international relationships. Therefore, language planning needs to be formulated and articulated because a national language policy gives guidelines as to what can and cannot be done with respect to the existing languages in the country. While a language policy should give foreign languages opportunity to grow, maintaining the national language and native languages remains important.

Kaplan, in Baldauf (1990), suggests that “within the language policy, it is assumed that certain languages will be used for certain purposes” (p.9). The close relationship between the use of a language and political power, socioeconomic development, national and local identity and cultural values has led to the increasing realisation of the importance of language policies in the planning of a nation (Kennedy 1983:ix). Therefore, a language policy is essential to give direction to language development in general and to the implementation of language learning programs in particular, including foreign language programs.

Since this thesis is about language policy and the implications in foreign language teaching in primary schools, it is important to note that language policy is best to be a bottom-up process. This will be discussed in more detail in chapter 4. The bottom-up process means that the formulation of policy must consider the real needs of society. Although the reasons

people for acquiring languages other than their mother tongue vary, such as for access to higher levels of education, government service, political participation, and employment, language policy should be able to accomodate this. Thus, in implementing such program in primary schools, the considerations should first cover the target population, teacher supply, syllabus, methods and material. After the policy has been implemented, it is very important to conduct evaluation in order to get feedback to improve the policy decisions (Kaplan and Baldauf 1997:37,92,135).

Besides language policy, learning other languages than the mother tongue in early education is also the central of this topic. It will be discussed in the next section. The discussion will include arguments from different point of views.

## **2.3. LEARNING LANGUAGE OTHER THAN THE MOTHER TONGUE**

The issue of how children learn a language or languages other than their mother tongue has been debated by many writers over the last decades (Finocchiaro 1964, Freudenstein 1979, Stern 1963, Littlewood 1984, Clyne

1986, Singleton 1989). Although there has been much research done, there are differences of opinion and still a great deal remains to be understood.

To look at this issue in more detail, whether there is any particular stage a language is better learnt, I will discuss in the following sub sections the learning of language other than mother tongue which will refer to as age-related issues followed by discussing more specific the issue of learning a foreign language at an early age. Psycholinguistic, socio-linguistic and pedagogic arguments are also addressed in this section.

### **2.3.1. Age-related Issues**

When is it best to begin to learn a foreign language? The answer to this question is not straightforward since there are so many factors involved. Two contradictory opinions exist. The history of language learning shows that there has been a change of emphasis as to when language learning is first introduced. In the 1950s and 1960s the introduction to foreign language learning was at an early age, then it transferred to adults or adolescents with little concern for primary level in the seventies, and after that, from the late 1980s till now, it is back to the early age language learning (Brumfit et al 1995). Some say that it is best to start to learn a language other than the mother tongue at an early age (Penfield and

Roberts 1959, Finocchiaro 1964, Lenneberg 1967, Harley 1986, Singleton 1989, Halliwell 1992); others say that adolescents and adults have better achievement at learning languages (Olson and Samuel 1973, Neufeld and Schneiderman 1980, Genesee 1981, McLaughlin 1981, Krashen, Scarcella and Long 1982, Tough 1995) and therefore it is more effective to start learning a language at a later age.

Some studies (*ibid.* 20-21) in this area as mentioned previously have identified the strengths of learning foreign languages in adulthood such as McLaughlin (1981:29) who suggests that “adults are more skilled at planning, monitoring, and integrating speech into the real-time flow of information; they also have a more elaborate conceptual repertoire and more extensive previous learning than children”. This statement is supported by key writers in the psychology of second language learning, such as Bialystok and Hakuta (1994:80), who suggest that older learners and adults make more rapid progress than younger learners.

To support this contention, McLaughlin (1981) also cites Fathman and Precup’s claim that more speech planning occurs in adult learners of English compared to children (adult learners of English monitor their speech more by comparison with children). Krashen, Long, and Scarcella (1982) argue that “adult learners perform better on measures of

morphology and syntax than children". All of these studies suggest that adult learners show better performance in learning foreign languages when they are exposed to grammar and lots of exercises while children do not. My experience in learning English is similar to this case. I first learnt English at a later age and at that time learning English means learning all the structures and doing many exercises. And it works for me, in some extent, because I can understand when people talk to me in English and I am now able to write academic papers in English.

Another advantage adult learners have is a set of formed cognitive skills and strategies that should make the foreign language learning task easier (Crystal 1997). Those skills, such as the ability to memorise, imitate, and use dictionaries, as well as the ability to read and to write, give much support to adults in learning foreign language.

Those who support learning foreign languages at an early age such as Stern 1963, Finocchiaro (1964), Littlewood 1984 and Clyne 1986 believe that children appear to have greater advantages in language learning than adults. Stern (1963:26) argues that they have a capacity for the acquisition of new speech mechanisms which the adult no longer possesses to the same extent. Hence, children are more successful in learning foreign language than adolescents or adults.



Another reason why it is important to start a foreign language program early is that the earlier the start, the more can be absorbed (Clyne 1986:13). This means that the period of language learning program will be longer. The longer the sequence of study the more likely learners are to develop reasonable facility in language skills (Finocchiaro 1964:4). Some research has shown that teaching foreign language earlier gives better results than later. For example, testing in America in 1987 showed that students learning a foreign language before grade 4 did significantly better in language skills and culture than those who started at grade 7 or later (Brown 1994:165).

Regarding teaching English in primary school, Halliwell (1992) states that “very young children are able to understand what is being said to them even before they understand the individual words”. At this age, children have “both conscious direct learning and subconscious indirect learning, or ‘acquisition’ which help them internalise a new language” (Halliwell 1992). These findings suggest that teaching a foreign language in the early stages enables students to achieve greater proficiency.

Singleton (1989) expresses a number of reasons for teaching English as a foreign language at primary level. He does not rely solely on the claim

that this is the best time to learn language but rather addresses the broad and long term impact on the nation. His reasons are as follows:

a) the need to expose children from an early age to an understanding of foreign culture so that they grow up tolerant and sympathetic to others.

This reason, I believe, is shared by both Indonesia and Thailand, who wish to build relationships with other countries in the world with whom English is the only tool of communication, in its capacity as an international language;

b) the need to link communication to the understanding of new concepts.

Both Indonesia and Thailand are struggling very hard to develop their respective nations. English is needed to learn new scientific and technological concepts and other knowledge;

c) the need for maximum time available for the learning of important languages - the earlier you start the more time you get;

d) the advantages of starting with early second or foreign language instruction so that later the language can be used as a medium of teaching; this is suitable for the recent long term plan announced by the Indonesian government to use English as a medium of instruction in formal education for certain subjects.

To summarise, learning language at an early age according to Brumfit (1995), is better in the sense that brain is more adaptable before puberty than after, that children have fewer negative attitudes to foreign languages

and cultures than adults (will be discussed in more detail in the next subsection of psycholinguistic arguments), that children's language learning is more closely integrated with real communication and that children devote vast quantity of time to learning compared with adults.

Although the debates between these two contradictory opinions are still on-going, in this discussion, I am not going to argue that younger learners are better at learning languages than adults. On the other hand, although there is much research which shows the advantages of the older learner in terms of achieving higher levels of proficiency in most aspects of a second language than younger learners (*ibid* pp.20-21) I will discuss the advantages of learning a language (in this case, a foreign language) at an early age since the central of this thesis is about language policy of foreign language teaching in early education. It is also based on the assumption that the longer students learn, the more exposure they will get, the better the performance they will achieve (Carroll 1975, Genesee 1978).

The discussion in the following subsection will employ the argument in psycholinguistics which can guide us to understand more about learning second or foreign language in regards to our inner capacity as human beings as well as the function of our brain where the learning itself takes place.

### 2.3.2. Psycholinguistic Arguments

In regards to psycholinguistic discussion, it is worthwhile to discuss the brain and its development. The brain is where learning takes place and the mind is where mental categories are related to linguistic categories; these are essential aspects of language learning beside the personal and cultural aspects (Bialystok and Hakuta 1994). Many experts agree that children's brains are designed to learn a language in a way that adult learners can no longer replicate, as noted in Bialystok and Hakuta (1994:52).

The critical period hypothesis (CPH) by Penfield and Roberts (1959) suggested that there is a critical period in language learning that terminates around 9 to 12 years of age, or at puberty. Penfield and Roberts express this as follows: "The time to begin what might be called a general schooling in secondary languages, in accordance with the demands of brain physiology, is between the ages of 4 and 10" (1959:255). They argue that this CPH corresponds with a period of neural plasticity where different areas of the brain are able to assume a variety of functions, including language. Lenneberg (1967) developed this CPH further. He believed that the critical period of language learning extends from 2 years of age until puberty. It means that the cognitive processes reach a state of

“language-readiness” around the age of two and that this state declines in the “early teens”. Thus, the CPH proposed by Penfield and Roberts emphasises general neurological plasticity while Lenneberg’s emphasises hemispheric specialisation of functions. These studies suggest that learning languages, especially foreign language is best performed at an early age when the brain is still flexible.

Many linguists such as Chomsky and Littlewood have argued that children are born with the so-called Language Acquisition Device (LAD). Therefore they can acquire foreign languages in the same manner as native speakers until puberty when the LAD becomes less effective (Littlewood 1984:67). Having seen that there is a range of factors associated with the developing brain, there are also societal or external factors to consider, which have an indirect rather than a direct effect on second language learning (Ellis 1994:24).

A few studies show that second language learning takes first language acquisition as its starting point (Bialystok and Hakuta 1994). Thus, learners use their linguistic experience in acquiring the first language to learn a second language. It is therefore easier to learn a second language which is not very much different to the first one. According to Bialystok and Hakuta, one can learn a second language that is similar to one’s native

language more quickly than one that is very different (1994:85-86). Being able to speak like native speakers is one of the reasons why children are called gifted learners, as supported by Finocchiaro (1964), who states that childhood is the ideal period to acquire a language. This is based on reasons such as that their speech organs are still flexible, and there is a lack of inhibition which is typical for older learners and a willingness to communicate with their interlocutors without feeling under pressure. Stern (1963:11) offers similar arguments to the ones suggested by Finocchiaro, i.e. that young children possess not only special powers of imitation, but also greater flexibility, spontaneity and fewer inhibitions than adolescents or adults. He goes further than Finocchiaro to emphasise that particular attention should be given to social and emotional factors in children's attitude towards contact with language, culture and people (p.25). A more extreme argument comes from Bialystok and Hakuta (1994) who state that no matter at what age before puberty or how quickly children learn a language, they can end up as fluent as native speakers. As well, at an early age, mental experiences which are obtained through the senses such as via pictures, sounds, movements, and textures, play an important role in sensorimotor schemes (Jean Piaget 1937 cited in Bialystok and Hakuta 1994). Therefore we need to focus on all psychological factors that can influence children's learning of a foreign language if we want to have better achievement.

When young children learn a second or foreign language, it is apparent that there are individual differences as well as other problems (Fillmore 1979). However, as stated by Seliger (1988:19) "it has been observed that children, for the most part, are at least capable of acquiring another language completely when given adequate exposure and motivation". Motivation is a central factor in order to successfully learn any foreign language (Crystal 1997). With a strong motivation, learners of foreign language can gain better achievement. Brown defines motivation as "commonly thought of as an inner drive, impulse, emotion, or desire that moves on to a particular action" (1987:114). Gardner (1985:129) also argues "motivation is a major determinant of second language acquisition. He then continues "the source of the motivating impetus is relatively unimportant provided that motivation is aroused". There are three levels of motivation as defined by Brown (1987:115-7):

- 1) *Instrumental motivation* refers to motivation to acquire a language as a means for attaining instrumental goals such as furthering a career, reading technical material, translation, etc.
- 2) *Integrative motivation* is employed when learners wish to integrate themselves within the culture of the second (target) language group, to identify themselves with and become a part of that society.
- 3) *Assimilative motivation* is the desire to become an indistinguishable member of a speech community, and it usually requires prolonged

contact with the second (target) language culture (added by Graham 1981 cited in Brown 1987).

Motivation may vary from each learners depending on what they want to achieve. For young learners, learning foreign language in school can be motivated instrumentally or integratively. When they grow up, if demanded by the situation, assimilative motivation may apply.

Attitude towards foreign language is also important in the successful language learning. As Halliwell (1992) said, that attitudes such as confidence and risk-taking have a central role in language learning not only to motivate the children to accept the content but more than that. It is clear that attitude is likely to influence foreign language achievement.

Regarding this psycholinguistic argument, a number of terms describing the level of competence in the target language that the second language learner develops have been put forward by psycholinguists. The levels of competence learners may develop are classified into 'transitional competence' that expresses the idea that the second language knowledge system being developed by the learner is a dynamic one in a state of flux, constantly changing as new knowledge of the second language is added (Corder 1967), 'approximative systems' that captures the characteristic incompleteness of the learner's second language (Nemser 1971) and 'interlanguage' which refers to a unique grammar that does not belong to



either the source language or the target language and that contains rules found only in systems resulting from second language learning (Selinker 1972). This is important to note as far as language learners' development is concerned.

From the discussion of the psycholinguistic point of view, it is clear that learning language other than one's mother tongue is better conducted at an early age in order to acquire better achievement in language proficiency as well as given longer opportunity to learn the language. This idea is of relevancy to the topic of this study which is foreign language programs in primary education.

Having discussed the psycholinguistic arguments as internal factors that influence foreign language at an early age, the next subsection will deal with the external factors which are embedded in the sociolinguistics arguments

subsection under the heading sociolinguistic argument.

### **2.3.3. Sociolinguistic Arguments**

Cultural factors that influence language teaching need to be considered with regard to learning languages at an early age, as they vary from

country to country. However, as far as foreign language learning in primary education is concerned, there are some characteristics shared by young learner as defined by Brumfit (1995) that young learners tend to be enthusiastic and with fewer inhibitions compared to older learners and because they are just beginning the schooling, the learning can be linked to their initial development of ideas and concepts by performing more physical activities to stimulate their thinking. At this stage, teachers have a major opportunity to mould their expectations of life in school (see Brumfit 1995). From a sociolinguistic point of view, young learners are very open in learning something new and ready to respond to their environment which also influence this process of learning.

Many studies show that learning in early childhood results in better performance in the language, especially in pronunciation. This is because children are not inhibited and keep on trying no matter how many mistakes they make. For example, Singleton (1989:109) pointed out that "as far as pronunciation was concerned, the younger children aged 6-10 years old were given significantly higher ratings than the older group aged 11-15, ...". This is supported by another somewhat controversial result reported by an educational writer Noel Epstein (1977) in Bialystok and Hakuta claiming that children can learn English in a dazzling record six weeks (1994:51). This drove Bialystok and Hakuta to state that

“children do, indeed, appear to be gifted language learners” (1994:51). However, even if this result seems somewhat unlikely, it is true that many results of research in this area show how amazing children are in learning a language compared to adults. A real example from my own experience is my only son. He was eight years old when he came to join me in Australia where I study. He knew no English. After several weeks staying with me, he could speak English a little and gradually his English is improving as he goes to primary school and has regular and close interaction with his classmates. In fact, a conducive environment influences and supports learners to learn new language, as noted by Ellis (1994:12) in relation to naturalistic second language acquisition. Language is learnt through communication that takes place in naturally occurring social situations. Having no other choice except to speak the language of his friends, my son is able to build a relationship with his friends. Learning English also helps him in coping with many new situations he has come across since he arrived in Adelaide.

The external factors of learners does effect the language learning process especially if the environment provides a positive contribution. It means that the process of learning can be continued out of class setting because the language being learned is used in the society. However, in the case of English in Indonesia and Thailand and Indonesian in Australia where the

target languages are not spoken in the community, such a contribution cannot be expected. This will be discussed in the next section.

### 2.3.4. Pedagogic Arguments

Studies done in early language learning by experts such as Krashen (1981) Clyne (1986), and Ellis (1994) recognise two different contexts of learning language other than the mother tongue, i.e. situational and instructional learning. Ellis (1994:12) using slightly different terminology differentiates two distinct ways in which language is learnt: *naturalistic* and *instructed* language acquisition. *Naturalistic acquisition* refers to language that is learnt through communication that takes place in naturally occurring social situations, while *instructed* refers to learning via study with guidance from reference books or classroom instruction. In addition, other factors influence the acquisition of a second language. These factors can be categorised into external and internal factors which affect both naturalistic and instructed language acquisition. The external factors relate to the environment in which learning takes place, such as social and cultural aspects, while internal factors are inside the learners, such as attitude and motivation, which can only be observed from learners' outcomes (Ellis 1994). This issue has been addressed earlier in this chapter. It is important to be aware of these factors in order to achieve successful language

learning. For example, Stern emphasises that particular attention should be given to social and emotional factors in children's attitudes towards contact with certain languages (1963:13).

Since this study is about classroom practices, let us focus more on the instructed language acquisition of the classroom rather than the naturalistic language acquisition. There are many opinions as to what is best in classroom interaction. The current emphasis is on learning 'naturally' in a communicative classroom setting where the learners are given sufficient opportunities to participate in discourse directed at the exchange of information (Krashen, Swain, Prabhu in Ellis 1994). Krashen claims that the communicative classroom may not be entirely successful but the immersion classroom has succeeded in developing very high levels of second language proficiency (cited in Ellis 1994).

A range of methods have been promoted for language learning such as traditional grammar translation method, audiolingual method, suggestopedia, immersion, total physical response (TPR). All these methods aim to help language learning process. For at least two decades, communicative language teaching (CLT) has been promoted for foreign and second language teaching (Wilkins 1976, Widdowson 1978, Littlewood 1981). However, none of these methods seems to have

successfully fulfilled the expectations since people always keep trying to invent new methods to help language learning program (Krashen 1981). This implies that no single existing method only can be employed for a successful language program but a combination of several methods is required according to the goals of teaching. Other factors such as class size, time allocation, which will be addressed in chapter 5, also need to be taken into account. In primary school foreign language teaching, various of activities should be employed to attract children's attention. For example, Baldauf and Rainbow explain, "songs can be of particular value to the language teacher since they are ready-made sources of interest with enormous influence, particularly to the young. Songs help to immerse the student in the language, reinforce vocabulary, idioms and grammar, as well as introducing aspects of culture" (1992:85). Therefore, it is reasonable and acceptable that an excellent way to teach children a new language is through playing games, using pictures and songs, as they are readily absorbed as well as being sources of motivation. However, it is important to note as well that besides appropriate methods and techniques, effective teachers can help learners to progress rapidly at any level of schooling. This is explained further in the next section.

From the previous discussion, it is clear that the value of teaching a foreign language in the early stages of education has raised controversy

among the experts in applied linguistics. However, as mentioned earlier, there are strong psycholinguistics and sociolinguistic arguments for teaching foreign languages to young children prior to puberty which is important to be taken into account if we deal with foreign language learning program at an early age. This consideration will help classroom practice to work well.

Having discussed the arguments in connection with the early age of foreign language learning, it is important to look at the implications of language policy for classroom practice now.

## **2.4. IMPLICATIONS OF LANGUAGE POLICY FOR CLASSROOM PRACTICE**

Whether foreign language learning begins early or late, its success depends on designing an appropriate teaching program. Setting up a foreign language program is not a simple task. There are many factors which need to be taken into account in order to run such a program. A well-arranged plan, including clearly defined goals, curriculum, syllabus and materials, has to be determined. Such a plan, according to Rubin and Jernudd (1971), involves "future oriented, problem solving language

change strategies that have been developed to meet particular language needs". It means that to have better results in the future, a plan needs to be prepared according to the national and societal needs, including the needs of learners.

In regards to defining policy for foreign language learning, there have been major breakthroughs from time to time resulting in significant improvements in the teaching of English, particularly in primary education as explained later in this paragraph. Many early age language teaching experiments have been conducted over the last three decades<sup>2</sup>. In Thailand, for instance, the recent education reform in 1996 has changed the TEFL in primary school from year five to begin in year one. In Indonesia, the progress can be seen as the 'green light' from the government to allow teaching English in primary school although not as compulsory subject. However, it should be noted that the practice of teaching English in primary schools is not something we can just take for granted, but it should be well-planned and organised before it is implemented in the classroom. In the case of teaching English as a foreign language, even more complex issues are involved, namely the school environments, the wider community and the nation in general.

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<sup>2</sup> Experiment in different countries such as USA, France, Federal Republic of Germany, England, Argentina as in Stern, H.H. (1963)



Having clear goal is essential but not sufficient, as in practice there are many factors which appear to obstruct the on-going process. This means that even though the goals of learning have been prescribed in the policy they must be supplemented with instructions of how to attain such goals or the material of teaching which is used to achieve the goals. Goals of policy influence the classroom practices, for example if communication is the goal, the practices in classroom will employ activities which encourage the communication skills as do the materials and the teaching methods. Therefore, all influential factors should be well considered when designing a foreign language policy as this will impact on the practices.

There is a strong need for a language policy that addresses the teaching of foreign language(s) in formal education contexts and it still plays an important role in planning decisions. It includes the determination of which language(s) should be taught to meet the needs of the society, defining teacher supply, determining what segment of the student population will be exposed to language education, determining what methodology will be employed, defining the assessment process and determining the support of this activity fiscally and physically (Kaplan and Baldauf 1997). Again, an education agency whose role is that of a

'bridge' between language policy and schools, has implications to language policy and therefore to classroom practices.

On a larger scale, language planning decisions relate to the position of languages within a society or a nation in general (Kaplan and Baldauf 1997, Tollefson 1991) whether it is national, local or foreign languages. As far as language learning is concerned, at the microlevel, language planning decisions also inform the classroom practice. In foreign language programs, policy is needed to arrange the organisational matters as well as the teaching approach. It includes the guidance in the selection of content, methods in teaching process and evaluation.

Regarding the implementation of teaching English as a foreign language in primary school, besides the goals of teaching, there are several factors which need to be considered namely curriculum, personnel (teacher), learners, methods and materials, assessment and evaluation. Thus, language policy has implications in classroom practice. Policy impact on these factors will be examined in the next section.

## Curriculum

After governmental agencies in the education sector have selected and determined certain language(s) to be taught in formal education, which is defined in the language policy, the next step is to

“determine when in the curriculum the onset of instruction will occur and what the duration of instruction will be and also to determine what sort of proficiency is deemed to meet the needs of the society by the end of whatever instruction can be provided” (Kaplan and Baldauf 1997).

This step is very important in order to gain a clear understanding of what to do. Deciding what goal to be attained at the end of the teaching and learning process is a necessity, although it sometimes happens that the prescribed goals cannot be realised. Therefore language policy has direct implications to curriculum because to evaluate a curriculum, one always has to refer to the policy.

In regard to TEFL in primary school, if the policy states that this programme is based on certain reasons and the implementation is to achieve the determined goals, then the curriculum should take into account these points.

White (1988) states, "curriculum studies have very definitely taken their place among the concerns of language teaching" although it sometimes happens that curriculum is designed without taking into account its actual practice. This may lead to an inability to apply it in classroom practice where the day to day teaching and learning process takes place. This actual process involves both teacher and learners. This will be discussed next.

## **Personnel**

No matter how good and well prepared the curriculum and materials and no matter how effective the methodology and teaching techniques, without the personnel, it is of little consequence. Teachers, especially in a foreign language learning classroom, play an important role. Macaro (1997) focuses on two aspects of teachers; first, the teacher as a foreigner (speaker of the target language) unable to speak the native language (L1) of the learners, second the teacher as a mediator or facilitator. Although there is no evidence to suggest that native speakers or teachers speaking the target language (TL) make better teachers, Atkinson (1993) states, there is some evidence to suggest that the lesser use of L2 may actually have advantages for students, particularly in the early stages of learning. Teachers are taking on the role of mediator and facilitator when they use oral and written materials in order to develop receptive skills by exposing

learners to the target language (Macaro 1997:60). Therefore, as far as foreign language teaching is concerned, teachers' proficiency in the target language is important. This is based on the fact that more than a half of classroom talk is conducted by teachers. Teachers using target language will increase students' proficiency in the foreign language being learnt. The issue of classroom interaction will be discussed more deeply in chapter 5.

When teaching language other than the mother tongue, teachers encounter various problems. The problems can be internal or external. The internal problems include teacher's lack of confidence in speaking target language and unstable state of emotion; external problems include teachers having problem with colleagues and family matters. However, to classify whether such problem is internal or external relatively depends on the individual. For some extent, it could be internal for someone but external for another and vice versa. Therefore, to be able to instigate a good teaching and learning process, teachers have to be able to manage themselves if they come across any internal factors as these may affect their teaching performance. The external factors can be solved in a larger scope, for example in discussions with the principal if the problems are administrative or with the colleagues in the same field in the same or different school. Therefore teachers' forums or associations are one place

to share experiences as well as problems encountered and their possible solutions.

For most teachers in the context of TEFL in Indonesian and Thai primary schools, their first language is not English. For that reason, their workload is greater than for teachers who are native speakers of English. Bolitho (1988) observes that teachers whose first language is not English can themselves be classed as advanced learners and thus should remain as lifelong students of the language taught.

It goes without saying that teachers are a very important factor in the process of teaching and learning because "effective teachers can help learners to progress rapidly at any level of schooling" (Brumfit 1995). If teachers are well prepared with pre-service training and are provided with new information in in-service training, it will result in something positive and successful. Policy plays an important role in supporting the improvement of teachers' quality. The implications of language policy for teachers will be discussed in details in chapter six.

## **Learners**

Classroom is the complex place when language learning takes place. Not only do learners in a class come from various background they also have

different purposes for learning language, for instance. Thus, in order to conduct a good teaching and learning process it is necessary for teachers to recognize the ability of each student in the same class. There are several types of students in learning foreign languages. Richard-Amato (1988) distinguishes several levels of proficiency from the *low-beginning* to the *high advanced student*. The recognition of these levels of learners' proficiency might assist teachers in dealing with students. This may also be useful in determining the approach, methods and technique to apply in classroom practice which can cater the range of different types of learners.

The implications of language policy for learners is very obvious. Whether or not learners should learn languages is regulated in the policy. Schools can not just offer such programmes without any reference to policy because it involves other aspects such as curriculum, methods and materials. Every aspects in classroom practice should always refer to the policy.

Besides teacher and learners, the learning process also involves methods and materials. Without applying suitable methods and appropriate materials, it is difficult to promote learning and to achieve a satisfactory results. The next section will observe these two aspects.

## **Methods and materials**

Methods and materials have an important role in teaching and learning process. Having been able to recognise the conditions for learning, it is appropriate to indicate and determine the most appropriate methods and techniques. It is obvious that for young learners “intonation, gesture, facial expressions, actions and circumstances all help to tell them what the unknown words and phrases probably mean” (Halliwell 1992).

The child’s world is the world of play. Being able to realise this characteristic is important because it can be used as a bridge to attract their attention in learning language. Games are so useful and so motivating, not just because they are fun but because the fun element creates a desire to communicate and because games involve unpredictability (Halliwell 1992, Baldauf and Rainbow 1992). It would be helpful to take into account the reality that children’s interests are closely related to imagination and fantasy.

Each of the range of methods used in language teaching mentioned previously has its advantages and weaknesses. Therefore to attain maximum benefit of each method is to use them in combination by considering our needs and purposes. Especially in language learning,



using one single method only will not help but combining methods as long as it is in need would be helpful for teacher as well as learners. Again, the policy usually determine or suggest through its technical instruction which methodology can be employed in the FL programs. However, it is better to give more freedom and opportunities for teachers to be creative as long as this does not violate the curriculum.

Materials are another essential ingredient for consideration. Higgs (1982) notes that the area in which the teacher and the curriculum come into closest contact is in the selection and use of textbooks and related materials. It is undeniable that the textbook, especially in foreign language classes, is central to the process of teaching and learning. It is a major resource for both teacher and students. However, to some extent the content of textbooks is often found inappropriate for use in class. If we look back at the early days before textbooks become a ready-use book, we could see why it happens. It is because of the making of textbooks can sometimes seem chaotic since it involves two parties, the author and the publisher, both with different goals. In terms of teaching foreign languages, the author's first goal is to advance the profession and improve the state of the art by providing teaching material that facilitates the study of foreign languages, while the publisher's primary goal must be to market a profitable product (Higgs 1982). Therefore, compromises must be

made to reach the production stage. This is the reason why textbooks are found insufficient and adjustment is needed to meet the learners's needs.

There is a range of textbook available for learning. However, we need to select those which meet the policy criteria. The selection of the appropriate textbook is not an easy task. We realise that there is no single textbook which accommodates all needs. Therefore, the teacher plays an important role in choosing the textbooks which are in accordance with the curriculum and the needs of the learners. Even when the textbook is carefully chosen, teachers must adapt the textbooks to suit the needs and ability of the students. We have to always bear in mind that there is no textbook which can accommodate all needs. Therefore adaptation is strongly recommended to maximise the use of textbook.

We all know that most textbooks are designed for average students. However, in the classroom there are various types of students which can be categorised from the range of fast learners to slow learners. Therefore adaptation should suit these various types of student, particularly in foreign language classroom. Shorrocks (1995:270) expresses that "all individuals are unique in terms of their physical characteristics, personality and facility in performing certain activities". To serve different types of students, the materials can be eliminated, reordered,

supplemented, and substituted (Higgs 1982). The benefits of using adapted materials can be summarised as follows:

- teacher control over content
- teacher control over cultural bias in materials
- teacher control over skills development
- teacher can readily integrate language and content

(cited from Richard-Amato 1992)

Thus, adapting materials is one thing that teachers can do to ensure that what is said and done are within reach of the child's ear and mind (Wood 1988).

To help teachers in adapting material, the following tips cited from Richard-Amato (1992) might be useful:

- consider the students' proficiency level
- build on students' prior knowledge
- highlight specific text
- control new vocabulary
- simplify grammar
- structure paragraphs carefully

From another point of view, if we would like to be honest, a textbook on one hand is convenient for the teacher to teach, especially if it is

supplemented with the activities to do and all the instruction. However, on the other hand, it does not do justice to students because, as mentioned above, not every student has the same ability and competence in learning a foreign language. Of course, to treat the students individually in a 30 students class is not easy at all, although to achieve a maximum result students are best treated individually. The solution is to minimise the number of students in a class or to maximise adaptation of the material to at least cater for these varieties of learners. Thus, to determine the method and materials of foreign language teaching as essential parts in classroom practice, one should always refer to the language policy especially to the teaching programs. Language policy is often not praxis-oriented and needs to be translated in more detail into the teaching program.

In classroom practice, to help us know whether we have been doing good or bad or whether we have been able to reach the goals, we need to do an assessment and evaluation. It is not only to see how good the students are learning but also how good the teachers do the teaching. The assessment and evaluation will be discussed in the next subsection.

## Assessment and Evaluation

Assessment and evaluation are important parts in the whole idea of language planning. As defined by Kaplan and Baldauf (1997:116), *assessment* is the measurement of students' success at stipulated programme intervals - and *evaluation* is the measurement of the relative success of the entire programme. When we perform a task, we like to measure how successful we are and whether we have attained our goals. Teachers within their teaching programme have to be included in this assessment. It needs to be performed to enable teachers to measure their students' levels of proficiency in a variety of situations. Assessment is also important for teachers themselves to see whether they are successful in their teaching activities.

Evaluation, as stated above, is to measure the success of the entire programme. It is important to perform evaluation at regular intervals in order to check and re-check the appropriateness of the programme, whether it is necessary to make a change or to improve the existing programme. It is clear that within the evaluation we need to do assessment to measure how successful the programme is as well as to recognise what problems are encountered. To be able to recognise the problems is helpful in determining the solutions. On a larger scale, this is useful for drawing out feedback for the programmes and in making

improvements to future policy. For instance, in Australia at the moment, a new language plan is being developed which is trying to provide a solution to problems which appeared in the previous plan<sup>3</sup>. Another example is Thailand, where teaching English in primary school from year 5 was implemented many years ago. After assessing and evaluating this program, the government decided to enhance teaching English in primary school by applying it from year 1 (Education Reform 1996, *see* Appendix B). In short, assessment and evaluation are very important in order to decide next steps and to make improvements for more successful teaching and learning of foreign languages in the future.

## 2.5. SUMMARY

This chapter has examined a selection of literature on language planning and language policy, in learning a language other than the mother tongue and also in the implications of language policy for classroom practice.

Language planning, of which language policy is part, plays an important role in a nation especially in a multicultural country such as Indonesia and Australia. It functions to determine the status of languages. Looking at its

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<sup>3</sup> Based on the interview with the Indonesian Language Adviser in Newton Resource Centre, Adelaide South Australia (September 1998), *see* Appendix E.

importance, language planning should be well arranged in order to accommodate the needs of the society. In terms of foreign languages, the policy has to clarify the purposes for implementing it as well as the benefits to the country without disregarding the national or learners' native languages.

Considering learning languages other than the mother tongue, this chapter has reviewed the issues involved in implementing language policy in primary education by providing arguments from psycholinguistic, sociolinguistic and pedagogic points of view. To balance the discussion, the age-related issues are also included.

The last section discusses the implications of language policy for classroom practice. How language policy is formulated has implications for the curriculum, teachers and learners, methods and material as well as assessment and evaluation. This is so because these aspects always refer back to the language policy. If the policy states, for example, there is no EFL program in primary education, there will be no curriculum set up, no teachers and learners matters to be considered, no methods and materials to be prepared, nor assessment and evaluation need to be performed. The next chapter will be the discussion on language policy in Indonesia, Thailand and Australia as the topic of this study.

# **C h a p t e r   3**

## **METHODOLOGY**

### **3.1. INTRODUCTION**

This chapter concerns the methodology used in conducting this research. I will start by reviewing several methods used in this qualitative research. I will then describe the procedure I have undertaken in collecting my data, whether in the form of document, interview or classroom data and also the places I went to collect my data. After that I will explain how the data



obtained are analysed. I also put forward the problems I came across when obtaining data.

### 3.2. REVIEW OF METHODOLOGY

Best and Kahn (1993:26-27) describes four types of educational research: historical, quantitative descriptive, qualitative descriptive and experimental:

1. *Historical research* describes *what was*. The process involves investigating, recording, analyzing and interpreting the events of the past for the purpose of discovering generalizations that are helpful in understanding the past and the present, and, to a limited extent, in anticipating the future.
2. *Quantitative descriptive research* uses quantitative methods to describe attempts to discover relationships between existing non-manipulated variables. Some form of statistical analysis is used to describe the results of the study.
3. *Qualitative descriptive research* uses non-quantitative methods to describe *what is*. Qualitative descriptive research uses systematic procedures to discover non-quantifiable relationships between existing variables.
4. *Experimental research* describes *what will be* when certain variables are carefully controlled or manipulated. The focus is on variable relationships. As defined here, deliberate manipulation is always a part of the experimental method".

This study can be categorised as part historical and part qualitative descriptive research. It is historical because it involves the examination of language policy, its implications of classroom practice and its implementation. It is qualitative descriptive because it involves the description and analysis of present classroom practices. It looks at the implications of policy in classroom practices which can be considered as cause-effect relationships.

The research in this study is qualitative research. I have chosen this qualitative approach because it is appropriate to this study. As I will discuss later in this chapter, the data collected for this study are in the form of language policy documents, interviews and classroom observations. There will be no experiment conducted which required experimental and control groups.

Grotjahn (1987) argues that the qualitative-quantitative distinction is oversimplified and he provides an insightful analysis of research traditions in applied linguistics. His provision emphasises that research studies should be analysed based on the method of data collection (whether the data have been collected experimentally or non-experimentally), the type of data yielded by the investigation (qualitative or quantitative), and the type of analysis conducted on the data (whether

statistical or interpretive). This study, based on Grotjahn's, falls into the category of non-experimental method of data collection because no experiments were conducted, the data are in the form of documents, interviews and classroom transcription, and they are analysed interpretively.

There are several methods of collecting data in non-experimental research (Nunan 1992). Interviews are appropriate to obtain information related to language policy and how it is meant to be implemented from the authorities. They are also useful to get information from teachers about classroom practices. Classroom observation is important to look at the relationships between the policy expectations and what happens in reality.

Policy documents about foreign languages are categorised as secondary data by McNeill in Nunan (1992): "secondary data is data available from some other sources and comes in various forms ... for example: statistics, personal document, public document, etc". Best (1970) categorises "primary data (sources) as eyewitness accounts which are reported by an actual observer or participant in an event, such as documents, remains or relics and oral testimony". He then goes on to say that some types of material may be secondary sources for some purposes and primary sources for others.

Interviews are described as “the elicitation of data by one person from another through person-to-person encounters” (Johnston 1985) are the chosen method to get information about the implementation of policies. They have been “widely used as a research tool in applied linguistics” (Johnston 1985).

In terms of the degree of formality, interviews can be categorised as unstructured, semi-structured and structured. The semi-structured interview is used in this study, as Dowsett cited in Nunan (1992:149) states that

“the semi-structured interview is quite extraordinary - the interactions are incredibly rich and data indicate that you can produce extraordinary evidence about life that you don’t get in structured interviews or questionnaires methodology - no matter how open ended and qualitative you think questionnaires are attempting to be. It’s not the only qualitative research technique that will produce rich information about social relationships but it does give you access to social relationships in a quite profound way.”

To obtain information about the practice of teaching English in primary schools, the semi-structured interview was chosen for its flexibility, and giving more access to the information needed. According to Cohen and Manion in *Research Methods in Education*, the semi-structured interview is a

“less formal interview in which the interviewer is free to modify the sequence of questions, change the wording, explain them or add to them” (1985). The interviewees are both teachers and administrative personnel in the Department of Education. The interview is conducted in

“a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused on content specified by research objectives of systematic description, prediction, or explanation” (Cohen and Manion 1985).

It is used in conjunction with other methods as explained later in this chapter.

In addition to the interview, in order to assess whether language policy affects the practice of foreign language teaching, classroom observation is applied. To observe the classroom, there are four well-known methods, namely: formal experiment, stimulated recall, observation schemes, and interaction analysis. Those methods can be defined as follows:

*Experiment* is a procedure for testing an hypothesis by setting up a situation in which the strength of the relationship between variables can be tested. *Stimulated recall* is a technique in which the researcher records and transcribes parts of a lesson and then gets the teacher (and, where possible, the students) to comment on what was happening at the time the teaching and learning took place. *Observation schemes* are numerous schemes which have been developed for documenting classroom interaction. *Interaction*

*analysis* involves the discursive analysis of classroom talk (adapted from Nunan 1992:91-98)

Observation schemes and interaction analysis are the principal research methods used in this study. These methods have been chosen because they are particularly useful techniques in obtaining information of what is going on in the classroom.

Having decided on the observation methods, it is important now to clarify the instruments used in order to get information in the classroom. There is a list of various instruments used in observing the classroom as discussed by Cohen and Manion (1985). They also include the strengths and weaknesses of these techniques in their discussion. The strength and weaknesses of the instruments used in this study as well as other instruments for classroom observation can be seen in detail in Cohen and Manion (1985). In my study, tape recording and note-taking were used. Several interviews were tape-recorded, whilst in others only notes were taken because of the request of the interviewees. Several classroom interactions were tape-recorded when it is permitted by classroom teacher. If permission is not given, note-taking is the choice. Again, these approaches are chosen basically for the convenience of classroom being observed since they are considered less disturbing the learning process as

well as less distracting the concentration although it is admitted that not every classroom movement can be recorded properly.

As far as classroom observation is concerned, this study can be categorised as a case study since it discusses the implications of language policy for the practice of TEFL in primary schools. Why? Although many experts define 'case study' in various ways sometimes, Nunan (1994) defines quite clearly that "the researcher in case study typically observes the characteristics of an individual unit - a child, a clique, a class, a school, or a community". Cohen and Manion (1985:120) in regard to case study explain further that the purpose of such observations are "to probe deeply and to analyse the intensity of the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalisations about the wider population to which the unit belongs". This study, to some extent, is also considered a case study because it analyses the characteristic of classrooms where the process of EFL teaching happens. It also discuss the influence of the society in which the schools are part of it. On a bigger scale, it looks at the place of EFL classroom practices in wider society.

Stenhouse (1983) develops four types of case study which he describes as follows: *neo-ethnographic*, the in-depth investigation of a single case by a participant observer; *evaluative*, an investigation carried out in order to

evaluate policy or practice; *multi-site*, a study carried out by several researchers on more than one site; *action*, an investigation carried out by a classroom practitioner in his or her professional context. Referring to these types of case studies, this study can be categorised as evaluative type since it is to examine the language policy and its practice in classroom.

Having located the methodology employed in this study, I will discuss the procedures of my data collection in the next section.

### **3.3. DATA COLLECTION PROCEDURES**

The research has been conducted in three countries: Indonesia, Thailand and Australia. To obtain the data in this study, I have collected documents, observed classrooms and conducted interviews. The following section will discuss the data collection procedures and the techniques used to collect the data.

#### **3.3.1. Documents**

Language policy documents are my primary resource. Regarding this study I have managed to collect the language policy documents on these



three countries. The Thai language policies were obtained from different sources. These sources are English teachers in primary schools, staff in the Supervisory Unit ONPEC Ministry of Education and from the homepage of Ministry of Education in the Internet. The documents are as follows:

1. Nayobai karn sorn pasa unggrid pen pasa tang pra thet pee phut tha sakkaraj 2517 (Policy in teaching English in primary school in Thailand 1974).
2. Education Reform at The Ministry of Education 1996.

The policies of EFL in Indonesia were collected from the coordinator of English teachers in primary schools in the region of Manado and Bitung who also a principal in one of the primary schools in Manado, Indonesia together with the program of English teaching in primary schools. The documents are:

1. Undang-undang Republik Indonesia Nomor 2 tentang Sistem Pendidikan Nasional 1989 (Constitution Number 2 about National Education System).
2. Garis-garis besar program pengajaran (GBPP) mata pelajaran Bahasa Inggris di Sekolah Dasar 1994 (General Policy in teaching English in primary school).
3. Program pengajaran muatan lokal Bahasa Inggris 1994 (EFL teaching program).

The national language policy of Australia, also known as the 'white book' was obtained from government publication outlets. To complete the documentation of language policy, I also collected the curriculum profiles for languages other than English (LOTE) from the Language and Multicultural Resource Centre (LMRC). The documents are:

1. Australia's Language: the Australian Language and Literacy Policy 1991.
2. Languages other than English - a Curriculum Profile for Australian Schools 1994.
3. A Statement on Language Other than English for Australian Schools.
4. Summary of Languages Plan 1998-2007 in South Australia (draft).

### **3.3.2. Classroom Observations**

To examine the implications of language policy to classroom practice, I conducted observations in several classrooms in Thailand, Indonesia and Australia. First I went to Pattani Province in the Southern Region of Thailand. I visited the "Satit" (secondary demonstration school) in the Prince of Songkhla University. Although Satit is a secondary school, I observed several English classes to get an overview of EFL classrooms in

Thailand. I then visited three primary schools, public as well as private, located in Pattani (South of Thailand). Charoensri Suksa primary school, run by the Catholic church, established in 1991, is the first primary school I visited. In this school, I was allowed by the English teacher to observe and tape record her year 6 students. The second primary school I visited is Tessaban 5. In this school I had a chance to sit in six classrooms (three parallel class: two classes of year 5, two of year 4, and another two of year 3). These classes were taught by the same teacher. The third school I visited was in Rusamillae, located some distance from the town of Pattani. Four classes were observed in this school, year 1, 2, 5, and 6.

Then I went up to Nakorn Pathom Province in the Central Region of Thailand. There I visited five primary schools, two of them private Catholic schools. In Wat Tapod Primary School Sampran, I observed one year 6 class. Another year 6 class I visited was in Wat Donway Primary School. St. Joseph Primary School (a boys' school) is one of the Catholic schools I observed. In this school I had the opportunity to observe year 3 students. I observed four classes in Marie Upatham Primary School (a girls' school). It should be noted that it was a review week prior to the examinations when I visited these schools and therefore, the main activities in the classroom were reviewing the materials and doing exercises.

From Bangkok, I travelled to Khon Kaen in the Northeast of Thailand. I had a chance to visit another "Satit" (this is a primary demonstration school) in the University of Khon Kaen, and observed one class, year 3, and also talked to the English teacher. In Khon Kaen there is one bilingual school which was opened in May 1997. I visited this school. There were only two classes, reception and year 1, with 15 students for each class. Besides the Satit, I was taken by one of my colleagues from Khon Kaen University to visit Chumchonbanchonnabot primary school in her hometown, one hour by bus from Khon Kaen. In this school, I observed one classroom of year 1 students (for research location, *see* Appendix O).

The next stage of classroom observation was in Indonesia, in Manado, North Sulawesi Province. Here, I only observed one class, year 4 in one public primary school. One of my colleagues also tape-recorded three classes in another primary school. These were a year four, a year five and a year six class.

The rest of my classroom observation was undertaken in South Australia. I visited and observed two classrooms in a primary school located about 30 kilometres to the south of Adelaide. In this school, Indonesian is chosen as the language other than English taught to the whole school, starting from

Kindergarten and reception until year seven. Permission from the teacher was given for me to have the lesson tape-recorded. She was also happy to talk with me about her experience in teaching Indonesian to Australian children.

As regards classroom observations, I made some notes for each of the classroom I visited however when tape recording is allowed the notes are general. Recordings were transcribed in order to support the primary data. It should be noted here that the interview, note-takings, and classroom observations function as secondary data in this research. Secondary data here does not refer to how the data were gathered but more to how they are used.

### **3.3.3. Interviews**

Besides collecting documents and observing classes, I also interviewed teachers and administrators. I talked to several English teachers in primary schools I visited as well as key persons in Thai educational field to talk about the issue of TEFL and the implication of language policy in classroom practices. When I visited the Satit in Prince of Songkhla University, I talked to two of the teachers who are the key teachers in the Foreign Language Section in this school as well as lecturers in the Faculty

of Education. From them I obtained information about the history of teaching English in Thai schools.

I also visited the Ministry of Education in Bangkok. There I interviewed the personnel member in the Supervisory Unit, Office of the National Primary Education Commission (ONPEC). In the interview, I was told about the plan of ONPEC regarding TEFL in primary schools throughout the country. This interview was tape-recorded.

In South Australia, I was appreciative of the chance to talk to the Indonesian Language Adviser in the Language and Multicultural Resource Centre, Newton and obtain information about teaching of Indonesian, as one of the LOTEs recognised in South Australia. I was allowed to tape-record our talk. I also had a talk with Indonesian teacher in the primary school when I visited the school.

In the interviews, only a few of the teachers were happy for the 'talk' (I would rather use the term 'talk' which does not sound as formal as interview) to be recorded. Some others felt uncomfortable to be recorded. Therefore, I did not tape record those who did not want to be recorded and just made some notes. The interviews were done in an informal atmosphere to encourage the interviewees to talk freely. As explained

previously, the interview was semi-structured in order to gain as much information as possible on the topic. Tape-recorded interviews were transcribed and if necessary translated into English.

Having explained the procedures of data collection and the techniques employed, I will now discuss the procedures of how the data were analysed.

### **3.4. DATA ANALYSIS PROCEDURES**

Language policy documents are my primary data. As stated in the previous section, I have been able to collect copies of policy documents about foreign languages from Thailand, Indonesia and also from Australia. Besides the policy documents there are also supplementary documents which give details of the teaching guidelines. The documents from Thailand and Indonesia have been translated into English.

The Thai language policy document was translated into English by an informant. Although I speak Indonesian, I translated the language policy document into English as well, in order to make it accessible for others who do not speak this language.

Chaudron (1988) describes four research traditions<sup>1</sup> in applied linguistics, this study falls under one of the categories called discourse analysis. *Discourse analysis*, as defined by Chaudron (1988), analyses classroom discourse in linguistic term through the study of classroom transcripts. Classroom transcription is one kind of data collected in this study. It will be analysed in conjunction with other data.

Classroom observations and interviews are transcribed to enable the analysis. The transcription has been done as accurate as possible, however I understand that there are certain weaknesses. Leo van Lier expresses strongly that transcription, especially transcription of lessons “can never be entirely accurate” (1988:242).

The analysis of data is based on the guided research questions stated in chapter one. Firstly, based on the policy documents obtained, I investigated the similarities in the educational systems of both Indonesia and Thailand, particularly regarding teaching and learning English as a foreign language. I also referred to the educational system in Australia in general and foreign language teaching in particular. Secondly, I examined

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<sup>1</sup> Four research traditions in applied linguistics according to Chaudron (1988): *psychometric*, *interaction analysis*, *discourse analysis* and *ethnography*.



the implications of language policy for the practice of teaching and learning English as a foreign language at the primary level in Indonesia and Thailand and LOTE in primary schools in Australia, with respect to management, curriculum, methods, materials, school community (such as principal, teachers, students, parents) and assessment, considering the documents as well as the result of interviews. By considering the goals stated in language policy and the practice in classrooms, I investigated what has been achieved and what has not.

All the data gathered are then analysed interpretively. As stated by Nunan (1992) interpretive analysis is based on discursive rather than statistical analysis. Research questions stated in chapter guided the analysis of this study. The discussion of the language policy study began with Thailand, followed by Indonesia and finally Australia since Thailand is where I started my research fieldwork. Moreover, it was meant to be a model, especially for Indonesia, in terms of teaching English as a foreign language.

The classroom data were analysed from an organisational matters point of view and teaching approach point of view. As regards organisational matters, the analysis was based on the issues identified in the classroom observation data. Based on the data, these are the similar issues applying

to Indonesia, Thailand and Australia. In the section on teaching approach, the analysis was based on the six main aspects found in classroom interaction (Tsui 1995) referring to the classroom data from the contexts of the three different countries. The discussion on language policy and organisational matters and teaching approach is discussed in detail in chapter 4 and 5 accordingly.

### **3.5. SUMMARY**

This chapter I have explained the methodology I undertaken in conducting this research. I began with a review of the methodology used in qualitative research as this study is classified into. Then, I discussed the data collection procedures for this study beginning from discussing the policy documents, classroom observation and the interviews. Lastly, data analysis procedures were described.

# **Chapter 4**

## **SURVEY OF LANGUAGE POLICIES**

### **4.1. INTRODUCTION**

In this chapter, I will present the foreign language policies of three different countries, Thailand, Indonesia and Australia. I have organised the chapter into three sections based on the countries where the research took place. In each section, the discussion of the policies is followed by a discussion of issues associated with their implementation. I discuss

Thailand in the first section as it was the place where my fieldwork research first started. This is followed by the discussion of Indonesia and then Australia in the final section. The more specific aspects of foreign language policy implementation will be discussed in the next chapter. To summarize the discussion in this chapter, a table of comparison among three countries about policy in language is provided in the next page.

## **4.2. THAILAND**

### **4.2.1. Language Policy**

Language policy generally defines how certain languages are treated in both national and educational contexts. In the case of Thailand, the national language and the official language is Thai. It is used widely at every level of the society, both for general communication and for academic purposes. As a language of communication, the use of Thai developed variously in each region. In my experience while I was in Thailand, I noted that people from different regions, for example Southern Thai people and people from the Central region, speak Thai differently. Each region has its own dialect but they have the same standard Thai,

Table 4.1. Comparison of Foreign Language Programme Implementation in Indonesia, Thailand and Australia

	Indonesia	Thailand	Australia
Foreign Lgs taught in: Primary School  Junior High School  Senior High School	Only English as an optional subject  English as a compulsory subject  a wider range of languages available like German, France Japanese, etc	Only English as a compulsory subject  idem  idem	varies slightly from state to state, regional languages like Chinese, Korean Indonesian, Japanese promoted. Also European languages such as French, Greek, German, Spanish, etc. Other community languages are allowed.
Opportunities for using target language/s (TL)	<ul style="list-style-type: none"> <li>- working in foreign companies</li> <li>- working in a tourism field able to communicate with foreigners visiting esp. those from the English-speaking countries</li> <li>- have more chances to study overseas</li> <li>- travelling</li> </ul>	<ul style="list-style-type: none"> <li>- working in foreign companies</li> <li>- working in a tourism field</li> <li>- able to communicate with foreigners visiting esp. those from the English-speaking countries</li> <li>- have more chances to study overseas</li> <li>- travelling</li> </ul>	<ul style="list-style-type: none"> <li>- obtaining jobs</li> <li>- for communication with Australian of a different ethnic background</li> <li>- for purposes of trade and defence</li> <li>- for travel</li> </ul>
Reason why foreign languages are taught	<ul style="list-style-type: none"> <li>- to establish relationships in any fields with foreign countries</li> <li>- to access the scientific, technological and economic development in global world</li> </ul>	<ul style="list-style-type: none"> <li>- to establish relationships with foreign countries</li> <li>- to access the scientific, technological and economic development in global world</li> </ul>	<ul style="list-style-type: none"> <li>- to enrich the community intellectually, educationally and culturally</li> <li>- to contribute to economic, diplomatic, strategic, scientific and technological development</li> <li>- to contribute to social cohesiveness through better communication and understanding throughout broader Australian community</li> </ul>
Status of indigenous languages in education	only certain vernacular languages are taught, mostly in primary school	no support for languages other than Thai	Indigenous languages were heavily suppressed. Until the early 70's some support for indigenous languages with a small but growing number of programs

especially in written form. However, standard Thai is used for formal occasions as well as for academic purposes. In the educational contexts, Thai is used as the medium of instruction.

In Thailand, English is the first foreign language introduced in formal education. The history of English teaching in schools in Thailand started with the Royal Family, particularly in the King Rama IV era in the 18<sup>th</sup> century (*see* Appendix F, Section B). At that time, it was considered important to learn English in order to be able to interact with foreigners, especially those from English-speaking countries. The Royal Family hired a native-speaking English teacher from overseas. At first, it was only members of the royal court who were given the opportunity to learn English, but since then English has been gradually introduced in formal education throughout the country. Since having foreign English teachers is expensive, Thailand is motivated to train Thai teachers to teach English.

In its development English is viewed as getting more important in Thailand, it is taught at all levels of formal education. To direct and to strengthen the status of English as a foreign language, the government considers it important to have a policy which rules how it should be treated. In this study, as explained in the introductory chapter, the concentration is on policy for primary level education.

Historically, the policy of teaching English in primary school has changed twice. English was first introduced nationally at the primary level as an elective subject in 1950s (based on my interview with senior lecturers in several Thai universities saying that they have learnt English in primary school), then in 1978 it became a compulsory subject taught from year 5. Recently, in 1996, the government launched a policy stating that English must be taught from year 1, as stated in the section of Education Reform at the Ministry of Education entitled Curriculum Reform: "Reforming the learning of foreign languages by providing access to English Language learning to first-grade primary pupils" (see Appendix B). The decision of the Thai government is in line with a statement by Bergentoft: "A foreign language teaching policy is specifically concerned with the teaching and learning of foreign languages. In an FLT policy, educational considerations play an important part" (1994:36).

In the Thai context, English is clearly considered a foreign language. The reason for choosing English as school subject was to establish relationships with foreign countries, as English functions as a worldwide spoken language. As a foreign language in Thailand, English is not used as a medium of communication in society. Rather, English is just learnt in school. However, in business, certain sectors in university or in tourism,

English is used for communication. In regards to national development and approaching a globalized world, the need for English is increasing. In the policy guidelines, the general goals in learning English in primary and secondary education are classified as follows:

1. To gain knowledge, understanding, and experience in various careers, according to students' ability and interest, and suitable adjustments in the area (local community).
2. To provide discipline in working, concentration, diligence, patience, economical, autonomy and an ability to interacting and socialising.
3. To be creative
4. To be able to get a job appropriate to their age.

(Translated from "Nayobai Karn Sorn ..." 1974, *see* Appendix A)

In Thailand, English has been taught in primary schools for many years, especially in year 5 and 6 as stated: "Students in prathom (year) 5 and 6 are required to learn English" (translated from Thai Policy Document written in 1974, *see* Appendix A). Besides the general goals, there are several aims for English teaching in primary schools which are more specific. They are as follows:

1. To gain understanding of grammatical rules of English.
2. To become competent in the four language skills.
3. To develop a positive attitude towards English and to enjoy reading to find information.
4. To be assisted in using English for communication.

(*see* Appendix A)

These specific aims guide the curriculum for teaching and learning English. Looking at these aims, it seems that primary school pupils are



expected to have an understanding of English grammar as well as the four language skills of listening, speaking, reading and writing. Having attained these goals, it will then lead to having a positive attitude towards English and to getting information. The objectives for each language skill are also defined in these guidelines.

Based on the 1996 Education Reform, the outcome goals set up by the government after learning English for 2 years (year 1 and 2) are as follows:

1. Be able to respond in a simple way in English.
2. Be able to follow simple instruction.
3. Be able to pronounce the English alphabet and simple sentences.
4. Have a good attitude towards English.

These goals particularly apply to lower primary schools pupils when English was first introduced in year 1.

If we look at these two policy documents, there is only a slight difference between them. According to the 1974 Policy Document, "English in prathom (year) 5 and 6 is a compulsory subject which focuses on both knowledge and the skills to communicate properly". While the recently launched policy focused more on listening skills, followed by speaking skills<sup>1</sup>. Thus, pronunciation is considered important for early learning as it

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<sup>1</sup> Based on my interview with one officer in Supervisory Unit ONPEC, Ministry of Education in Bangkok in September 1997.

requires good listening and speaking. Basically, this is according to the idea put forward by key writers in early language learning such as Finocchiaro 1964, Freudenstein 1979, Stern 1963, Littlewood 1984 who state that listening and speaking skills are appropriate for young children to acquire.

Despite the clearly stated goals and the explanation of each skill to be implemented, there is no guarantee that these goals will be achieved in practice. We will see in the next section, the issues raised in regard to the implementation of the policy.

#### **4.2.2. Issues in the Implementation of the Policy**

Having implemented the policy for certain period, there are some issues which need to be considered in more detail. One of the stated goals in the policy is that after learning English in primary school, the students are expected to have the ability to socialise or to get along with other people, in other words, to use English as a tool of communication. However, after graduating from high school, meaning that having learnt English for 8 years in school if they started at year 5 primary school, most students still found it difficult to speak the language (*see* Appendix H, Section A). What should be questioned is what factors caused this. It might be the

methodology used which does not support the goals to be achieved or teachers factor is also another possibility. These factors will be addressed in detail in the next chapter. Furthermore, learning English is expected to be able to assist in broadening career options and in giving support to students' pursuit of a career. Unfortunately, the entrance test to university is not consistent with the policy, this is admitted by one senior lecturer in Thai university (*see* Appendix H, Section A). Whilst it should focus on communication skills, in fact, students have to pass an English test which requires a strong knowledge of grammar rather than an understanding of extended discourse.

As stated above, the policy of teaching English in primary school has been implemented since 1978, however students' proficiency in the English language in Thailand is still unsatisfactory (*see* Appendix F, Section A). My investigation shows many learners and administrators were dissatisfied with the level of competence reached (Fieldwork diary: 1997). The major problem which caused this dissatisfaction is the discrepancy between the goals in the curriculum and the teaching practice and also the needs of the students. Those who want to proceed to tertiary education may need more developed reading skills than other skills in order to be able to read textbooks which are mostly written in English, or to get information from abroad. On the other hand, those who prefer to work in companies that

have close ties with foreign companies, or engage in work which has more contact with foreigners may need communication skills more than other skills. Another factor is that the methods and techniques used in teaching English are not compatible with the goals. For example, if communication is the target, the material taught to the students does not provide communicative situations, instead it mainly focuses on grammar (*refer to Appendix J*). Moreover, it does not create a conducive climate which motivates students to speak. The example has been mentioned previously about the entrance test to university which focuses mostly on grammar. Since 1996, English is introduced in year one primary school. The basic consideration for early introduction is pronunciation. In the EFL context, English pronunciation is a problem encountered by Thai students whose mother tongue is Thai. I found that they showed many influences of their mother tongue when speaking English (*see Appendix J*). It is mainly because Thai is a tonal language. Many studies show that tonal language speakers encounter difficulties when learning or speaking non-tonal languages like English. Marvin Brown (1976) explored the dominance of this aspect of Thai over English. He stated: "but whatever the cause might be, the facts are clear: Thai is stronger than English in the battle of sounds" (1976:70). The problem of pronunciation has been addressed in part by the government's new policy: "reforming the learning of foreign languages by providing access to English Language learning to first-grade primary

pupils" (Education Reform 1996, *see* Appendix B). From the study of young children learning a new language, it is generally accepted that pronunciation is best acquired before the age of nine as clearly defined by Bergentoft (1994:33) who states that if the teaching of foreign languages begins early enough the acquisition of good pronunciation is facilitated. There are two studies done by Fathman in 1975 and Fathman and Precup in 1983 cited in Singleton (1989). As far as foreign language learning is concerned, both studies, though they were conducted in the United States are of relevance to this study. The result of these studies show that children scored better than adults in English pronunciation.

Interestingly, many children from the southern part of Thailand mother tongue is Malay-Thai, known as Dawi, do not face the problem in pronouncing English words as much as students whose mother tongue is Thai (*see* Appendix F, Section D; also Appendix H, Section D). Based on my observation when I visited primary schools in Pattani (south of Thailand), in Nakornphatom (central of Thailand) and in Khon Khaen (northeast of Thailand), the pronunciation problem is less in southern Thailand (*see* Appendix J). This applies especially to certain sounds such as strong /r/. This happens because Dawi, the language most spoken in south Thailand and English are not tonal languages while Thai is. Bialystok and Hakuta (1994:85-86) state that one can learn a second

language that is similar to one's native language more quickly than one that is different. On the other hand, children who speak Dawi as their first language have to study harder in school compared to children who speak Thai, because in school they have to study two languages other than their own, Thai and English.

Having discussed the EFL language policy and the issues in its implementation in Thailand, next section will discuss about Indonesia, the history of language development, EFL language policy and the issues in its implementation.

### **4.3. INDONESIA**

Indonesia is a multicultural country consisting of more than 583 local languages and dialects (Kaplan and Baldauf 1997). It is situated in the South East of Asian region. However, Indonesia is considered the most successful among the Asian countries as far as the national language development is concerned (Dardjowidjojo 1998). To strengthen the status of Indonesian, October has been designated as 'Language Month' where various activities are done to call attention to the role of Indonesian as a national as well as official language in society (Anderson 1987).

Every child must learn Indonesian when she or he goes to school, starting from year one in primary school. It is a compulsory subject in Indonesian schools and it has also become the sole vehicle of instruction from the elementary schools up to the universities (Dardjowidjojo 1998). Indonesian functions as the language that unifies the archipelago, continues Dardjowidjojo (1998), though it gained its position as the national as well as official language of this multicultural society only relatively recently. English is the primary foreign language taught in schools. Indonesia had relatively little contact with English-speaking countries in the past, but nonetheless decided to have English in secondary schools after independence in 1945. Therefore, the choice of English as the first foreign language for Indonesian schools can be seen as related to the establishment of Indonesian as official language. The following is a brief discussion of the history of Indonesian.

### **4.3.1. History of Language Development in Indonesia**

It is worthwhile to discuss the historical argument in favour of Indonesian before it came into being as the chosen national and official language in Indonesia. In this case, it is different from Thai which is unquestionably the only majority language in Thailand. In Indonesia, there are several

major languages that have millions of speakers. Before Indonesian was chosen to be the national language of Indonesia, there was a long and hard struggle. This event cannot be separated from the history of the new nation Indonesia, which was proclaimed by Soekarno and Hatta on August 17, 1945.

Indonesia was colonised by the Dutch for about three and a half centuries. Another question may arise within this context: Why was Dutch not chosen as the national language, since the Dutch had settled in Indonesia for so long? Historically, during later stages of Dutch colonialism the language used in the schools built by the colonial regime was of course Dutch. However, the use of Dutch was limited to certain groups of people, such as the learned people and those from the Royal family. It was not used as much as Javanese, for example, whose speakers number about 45 per cent of the total population of Indonesia (Kennedy 1942:23-66). On the other hand, the language that was used as a *lingua franca* for trade purposes in Indonesia was Malay. It spread throughout the country especially in the harbour cities, and became the most commonly used language by the people. The *lingua franca* status of Malay allowed people from various regions to communicate with each other. Considering the significant role of Malay, in the 19<sup>th</sup> century, Governor General Rochussen during his period of settlement decided that Malay would be the language



used in schools to teach the indigenous civil servant candidates (Slametmuljana 1982). As quoted by Alisyahbana (1978:24) Rochussen said: "Het Maleische is de lingua franca van den geheelen indischen archipel, de taal van welke alle personen van verschillende natien bij ondeling verkeer zich bedienen: de Maleier en de Javaan, de Arabier en de Chinees, de Boeginees en de Makassar, de Balinees en de Dayakker" which means that Malay is the lingua franca used by various ethnic group of people to interact each other such as among the Malay people and the Javanese, the Arabinose and the Chinese, the Buginese and the Makassarnese, the Balinese and the Dayak.

On October 28, 1928, the delegates of the Indonesian Youth Congress made a pledge which is known as *Sumpah Pemuda* (Youth Pledge). The third section "We, the sons and daughters of Indonesia, vow to uphold the nation's language of unity, Indonesian" referred to the 'bahasa persatoean' ('one language' or 'language of unity') showing that at that time the concept of a national language was already formalised (Moeliono 1986). At this congress, "Malay was officially adopted and renamed Indonesian" (Dardjowidjojo 1998). It was a remarkable decision made by these young nationalists because most of them actually "spoke Dutch better than Malay, but the nationalist sentiment at that time was so high that the Dutch language was completely left out of the picture" (Dardjowidjojo

1998). This was confirmed when the independence of Indonesia was proclaimed by Soekarno-Hatta on August 17, 1945. Indonesian then obtained its legal status as the national and official language of the Republic of Indonesia.

When Japan occupied Indonesia, the use of Malay spread rapidly because the Japanese government prohibited the use of Dutch, the language of their enemy. According to Abas (1986:42) "Shortly after seizing the colonial governmental apparatus, one of their (Japanese Imperial Armed Forces) acts was to abolish the use of Dutch ...". Instead, Malay was preferable to the people during Japanese occupation. Why Malay and not Japanese? Actually, the Japanese wanted to replace Dutch by Japanese but it was not that easy because of the length of time required to achieve this goal. This led the Japanese to allow the use of Indonesian as "the Japanese could not afford to wait so long and they were forced to make use of IN(donesian)" (Abas 1986:42). This made the use of Dutch decline and the use of Indonesian increase. After this, Indonesian gradually gained its strong status and position within Indonesia.

Why did Malay become the national language? Why not Javanese, for example, which has almost half of the Indonesian population as speakers? Or, why not Sundanese, which is used by about twenty million people?

Again, the Youth Congress on October 28, 1928 was an important moment in the history of Indonesian, when the young associations from different ethnic backgrounds did not even try to put their respective languages up for candidacy. Rather, they put the national spirit above the subnational interest (Dardjowidjojo 1998). Another important reason is the strategy of neutrality. Choosing one from a number of vernacular languages will somewhat create friction between the ethnic groups who speak them, as one will be considered more important than the others. What is more important, during the Dutch colonialization, Malay was used in the interaction between the Dutch and the Javanese Sultans as the sign of a neutral code. Therefore, Indonesian (which was Malay-rooted) was chosen as the language of Indonesia and later on became the national as well as official language.

In terms of the language system, it is found that the system of Malay is much simpler in respect to naturalness than Javanese or Sundanese, since it has a history as being used as a pidgin language during the colonial era. As cited from Garvin and Mathiot by Abas (1987:3) "ML(Malay) is a language of relative simplicity and flexibility, both of which are favourable characteristics in the making of a language as an acceptable national or international language". It is therefore simple to learn. More importantly, it does not have degrees or levels that put people in different

classes as in Javanese or Sundanese. The Indonesian language then has developed over time, absorbing many new words from foreign languages such as English, French, and also from local languages like Javanese, Sundanese and so forth.

Now, I would like to direct your attention to English, in order to look at the reasons why it has been chosen as the first foreign language to be taught in formal education. It goes without saying that actually Dutch had more chance to be the foreign language chosen, as the Dutch remained in Indonesia for such a long time. However, being settled in Indonesia for long did not guarantee that choice since the Dutch did not want the native people to learn Dutch in order to keep them in their place and prevent them from fully participating in decision making process. Occupying Indonesia for a long time was not a strong enough reason for it to be chosen as a foreign language taught in schools. Besides, the effect when Japan held power in Indonesia from 1942-1945 was so large. The Japanese prohibited the use of Dutch as did the Dutch up to 1860, and forced the citizens to use Malay in schools to replace Dutch. A further reason for not choosing Dutch was negative nationalist sentiment during the colonial era allowing Dutch to be dispelled more easily. Therefore, after independence, neither of these colonial languages was chosen when Indonesia considered a foreign language for educational purposes. Instead, Indonesia chose

English, which is widely spoken throughout the world, and serves as an international language. No historical background affected this choice, unlike other Asian nations such as Malaysia, Singapore or the Philippines. Both Indonesia and Thailand have never been occupied by English-speaking countries in the past.

### 4.3.2. History of Teaching and Learning English in Indonesia

English has been taught since 1953 in Indonesian schools starting, from Year 1 Junior High School at about 12 years of age until Senior High School as a compulsory subject. The need for a foreign language is seen as very important as *“Inspeksi Pengajaran Bahasa Inggris”* stipulates:

“Kebutuhan negara kita akan sebuah bahasa asing yang dapat dipakai sebagai bahasa penghubung di berbagai lapangan dengan dunia luar seluas-luasnya mengakibatkan bahasa Inggris mendapat peranan tertentu dalam sistem pendidikan kita” (1956:124)

*(The need for a foreign language in our country to function as mediator to foreign countries in all fields made English get its specific role in our educational system - Translation N.L.)*

The following is a brief history of the development of English teaching in Indonesia.

In the era of development, it is apt for Indonesia to choose English, as most scientific, technological, and economic matters are discussed in English. In order to compete in the globalized era and to attain as much information as possible, it is very important for English to be learnt. To improve the implementation of teaching and learning English, *Kementeriaan Pendidikan, Pengajaran dan Kebudayaan* (Ministry of Education, Teaching and Culture) formed an institution in 1953. It was a *de facto* institution which was legally announced by a Decision Letter from the Minister of Education, Teaching and Culture dated 30 October 1953 (No. 43004/Kab). The institution was named *Inspeksi Pengajaran Bahasa Inggris* (IPBI) from 1 November 1953. The job of IPBI was to guide and to supervise the teaching and learning of English in High Schools and Teacher Training Courses. Therefore English was first introduced into Secondary Education in Indonesia, particularly in Junior High School (Murni 1993, Dardjowidjojo 1998).

In the 1994 curriculum there was a new development when the Department of Ministry and Education permitted English to be taught earlier (in primary school) than before. Prior to this curriculum, Presidential Decree No. 28, 1990, allowed English to be taught from the fourth grade primary school (Dardjowidjojo 1998:45). Although English is still an alternative or elective subject as a part of the local-content subject, a

Decree demonstrates the support of the government towards the development of teaching English in Indonesian education. However, this is considered a later development compared to other South-East Asian countries such as Malaysia, Singapore, the Philippines, and Thailand.

### 4.3.3. Language Policy

The rationale for introducing English to the primary school curriculum, according to Garis-garis Besar Program Pengajaran Bahasa Inggris Sekolah Dasar (The Outline of Teaching English in Primary School) in EFL Policy, is

*“penting untuk tujuan penyerapan ilmu pengetahuan, teknologi dan seni budaya dan pembinaan hubungan dengan bangsa-bangsa lain” important in order to absorb the world of science, technology and culture and to serve as a medium of international communication to establish relationships among nations (1974, see Appendix C).*

This was revised from the 1956 document about teaching EFL in formal education. The reason for the introduction of English to primary schools is to get worldwide information and to participate at an international level. However, as the document continues, “mata pelajaran bahasa Inggris merupakan mata pelajaran alternatif mengingat ketersediaan tenaga pengajar, sarana-prasarana yang masih perlu dibina” (English subject still serves as an alternative subject due to lack of teacher availability, facilities and resources, which still need to be developed).

The general goals of teaching English in primary schools, according to the guidelines, are to “(1) memberikan pengetahuan dasar Bahasa Inggris baik lisan maupun tulisan, (2) mengembangkan aspek keterampilan membaca, menyimak, menulis dan berbicara untuk kehidupan sehari-hari peserta didik, (3) meningkatkan kesadaran melestarikan dan mengagungkan kebesaran Tuhan Yang Maha Esa” – (1) *to give basic knowledge of spoken and written English, (2) to develop four language skills in the context of children’s daily life, (3) to increase children’s understanding of the nature of God, which basically means that language is a God-given gift to human beings*. These goals should be understood and interpreted by the personnel in the educational field, including teachers who deal with children everyday in school. A clear understanding and an exact interpretation of the goals are important in order to be mindful of the functions of this subject, and to keep the activity of teaching English on the right track.

Besides general goals, there are also specific goals that define in more detail what to achieve. Every activity we do has its own specific goals including the teaching and learning process. The goals to attain are important to set up in the beginning, so we know which direction we are heading for. In Indonesia there are several specific goals, particularly for the local-content curriculum of English taught in primary school, as



defined in Chapter One, Introduction, Guidelines of English Teaching Program in Primary School (1994), as follows:

1. Menumbuhkan rasa senang dan keberanian untuk mempelajari Bahasa Inggris melalui lagu-lagu sederhana.
2. Menanamkan kemampuan dasar berbahasa Inggris melalui pengenalan kosa kata yang sederhana.
3. Melatih kemampuan berkomunikasi dengan menggunakan kalimat sederhana dalam percakapan sehari-hari.
4. Menumbuhkan kegemaran membaca buku-buku Bahasa Inggris yang sederhana.

Pada akhir sekolah dasar siswa memiliki ketrampilan membaca, menyimak, berbicara, dan menulis dalam pola sederhana berdasarkan tingkat perkembangan dan minat mereka dengan penguasaan kosakata lebih kurang 500 kata.

1. *To develop feelings of happiness and courage by learning English through simple songs.*
2. *To implant the basic skills of English by introducing simple vocabulary.*
2. *To develop the skill of communication by using simple sentences of daily conversation.*
3. *To enhance pupils' fondness for reading books written in simple English.*

*At the end of primary school, the pupils are expected to have gained the four language skills of reading, writing, listening, and speaking in a simple form based on their level of learning development and interest, and to master at least 500 words.*

The methods and techniques are then determined in accordance with the specific goals.

What does English teaching cover in primary school? In the policy document it is stated that it covers the development of vocabulary, listening-speaking (literally 'dialogue') and reading in an integrated way, with the emphasis mainly on proficiency in mastering vocabulary which

relates to pupils' own lives. The microskills of language, such as structure, pronunciation and spelling, are taught to support the development of the four language skills (known as macroskills) and not for the sake of mastering those macroskills only.

The main reason for teaching English in schools in Indonesia and Thailand is more or less the same. It is the same because for both countries English is seen as the language for wider communication and also for accessing up-to-date information in science and technology. There is a slight difference between them because Thai primary school pupils are expected to have knowledge of grammar as well as language skills to support their future career, while in Indonesia, the expectation for primary school pupils learning English is to increase their familiarity towards this language and to implant the basic skills of English in a simple way. ✓

In the next section, I will discuss the issues in the implementation of language policy particularly in English as a foreign language in Indonesian primary education.

#### 4.3.4. Issues in the Implementation of Policy

Five years have gone since the 1994 curriculum was first introduced in primary schools. In the short time since implementation, several problems have been recognised (*see* Appendix G, Section A,B and Appendix H, Section N) such as lack of qualified teachers, lack of resources, and lack of facilities. Most teachers teaching English in primary school have no English background. Only well-known private schools and certain public schools can afford teachers with English background to teach. There are a few resources available but they are, certainly, insufficient for EFL program in primary school and so are the facilities. Therefore, only certain primary schools in the cities implement English teaching to the pupils. Ironically, many well-known private and several public primary schools in big cities throughout Indonesia taught English long before the government's policy launch. They usually start with year 3 students and some even start from year 1. Having English teaching in primary schools has an impact on a school's prestige in society. There is a trend for these rich schools to be considered 'better'. Indeed, this phenomenon does attract parents to send their children to primary schools which offer English.

Lack of qualified English teachers is the dominant problem faced by Indonesian primary schools. Even secondary schools require more English

teachers. The decision to place English in primary schools as an elective subject is considered wishful thinking at this stage, taking into account this major problem. However, efforts are being made to eventually improve the quality of English language teaching regardless of the low financial support. In-service training for English teachers is being held every semester, with a limited number of English teachers attending. This aims to enhance teachers' capability and performance in teaching English especially to young learners. However, to run this program properly requires funding and this seems to be another problem since funding is not easy to get.

Resources and materials are another problem that needs to be taken into account. Although some textbooks for teaching English in primary schools have been published, the content of the books does not really accommodate primary school pupils' reading ability. Through my observations and interviews with English teachers in Manado (*see* Appendix G, Section A,B and Appendix H, Section M), one of many problems they face is lack of sources of English-based songs. Songs are interesting for children because they bring fun and joy to them (Brown 1987). To cope with this lack of teaching materials, several Indonesian children's songs which are familiar to children have been translated into English (*see* Appendix M).

Many years have passed since English was first taught in Indonesian high schools. These programs started by using traditional methods, such as grammar translation. Other methods were later employed like audio lingual and whole language, but not immersion. Immersion is left out in teaching English because of the policy which strongly rules Indonesian to be the instructional language in schools when teaching content subjects. However, a range of different methods has been introduced, including the so-called communicative approach. However students' English competency still remains more or less the same, despite the methods used. Many complaints were put forward by teachers about students' English competence. Most of them say that the students do not have a positive attitude towards English. Only those who are really interested in English are successful and those who are not are left behind. Dardjowidjojo (1998) notes that, despite the number of years allocated to learning English, the result has not been encouraging. He then goes on, "the majority of Indonesians, including many highly educated language scholars, do not master English well enough to absorb scientific materials written in English" (1998:45). The complaints are also about the huge administrative tasks that must be fulfilled such as preparing lesson plan according to the format for every class although the classes are parallel, teacher must make each lesson plan for each of these parallel class, annual programs,

quarterly programs, analyse of the material, teaching plans, and work sheets. The teachers I interviewed argue that these tasks consume much of their time, cutting into lesson preparation time (*see* Appendix G). The centralised curriculum is also another problem in that it stifles teachers' creativity. Based on various resources including my own experience, students complain about various matters relating to learning English, such as:

- 1) English is difficult to learn (regarding methods and/or techniques as well as the subject matter itself)
- 2) unfriendly teachers,
- 3) structure-oriented lessons,
- 4) limited time scheduled.

Providing standard teaching facilities, including foreign language teaching-learning aids, is necessary to support teachers and students in teaching and learning process. There has been progress in providing language laboratories to support the development of listening and speaking skills, but unfortunately these are still limited to certain public schools or private schools that can afford it.

## 4.4. AUSTRALIA

Having discussed the implementation of foreign language teaching in primary schools in Indonesia and Thailand and since the thesis is about foreign language learning in primary schools, it is interesting to look at what a neighbouring country, Australia, does in terms of teaching foreign languages in its schools. Australia is the major western-type country located in the Asian region where English is the dominant language used almost universally. However, Australia is also recognised as a multicultural country, having been formed from different ethnic groups from all over the world.

English was introduced into the continent with the First Fleet in 1788. English displaced the Indigenous languages. Whilst it is spoken almost universally throughout Australia, it is regarded as a foreign language by many Indigenous Australians, including some whose first and only language is English. It is comparable to Dutch in Indonesia, except that Dutch did not manage to displace the languages of Indonesia.

Despite the fact that English is still regarded as a foreign language by sections of the small Indigenous minority, the reality is that English is the only language spoken by the vast majority. As far as language policy documents are concerned, migrant languages other than English are

regarded as languages other than English, whilst English is the national language used for all official purposes in Australia.

In this section, I will briefly discuss the language policy in Australia followed by languages other than English (LOTE) in primary schools, with a focus on teaching Indonesian in South Australia. I will consider the Federal Policy as well as the State of South Australia policy. The States have responsibility to follow up the Federal Policy however, they also have their own right to adapt such policy according to the situation. I choose South Australia is because I am now temporarily residing in Adelaide, South Australia.

#### **4.4.1. Language Policy**

The need for a national language policy in Australia was raised because of the diversity of languages spoken (migrant languages, Aboriginal languages and English) in this country. This is addressed by Commonwealth Department of Education (1982:23) which stated that “the concepts of multiculturalism and the ‘global community’ have linguistic implications for Australian education and Australian social life ...”. Historically, the concern of having a policy on language started in the



seventies, as reported by the Senate Standing Committee on Education and the Arts in a book called *A National Language Policy* (1984:1):

“A national policy on language was initially mooted in the mid-1970s. This proposal concerned the teaching of languages other than English .... Consideration was also given to the study of other languages, including Asian languages, Aboriginal languages and languages spoken by other ethnic communities”.

In 1979, a policy statement on multiculturalism was published by the Department of Education<sup>2</sup>. This statement puts forward the recognition of the multicultural nature in Australian society. It also acknowledges the role of schools in such a society. It aims to “reduce bias and prejudice, by developing in children an appreciation of the contributions different cultures can make towards a national identity” (*Policy Statement on Multiculturalism*, 30 May 1979).

The governmental system in Australia has influenced the implementation of such a policy. Compared with Indonesia and Thailand, which have centralised systems where all policies come from the central government, Australia has a Federal government and State and Territory governments. In terms of a national policy, Lo Bianco (1987) in his book *National Policy on Languages* clearly defined the position and role of the Federal and State

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<sup>2</sup> ‘Policy Statement on Multiculturalism’, 30 May 1979, Education Office Gazette, Policy and Information Services Branch, Queensland Department of Education, p. 148

governments. It is stated that the Commonwealth has roles namely, "a responsive role in providing resources to the expressed needs of the authorities whilst concentrating on international education and other areas of exclusive responsibility, an actively involved in specific objectives such as the needs, opportunities and the rights of minorities, Aborigines, etc." On the other hand, the State and Territory governments are concerned in different ways with "pre-school education, post-compulsory schooling, adult education, technical and further education and tertiary education. Thus, Australia as a federal country should involve a partnership between the States, Territories and Commonwealth of Australia working towards broadly shared common goals (Lo Bianco 1987).

Lo Bianco (1987:4) continues:

"Language policies should be developed and coordinated at the national level on the basis of four guiding principles, namely:

- \*competence in English
- \*maintenance and development of LOTE
- \*provision of services in LOTE
- \*opportunities for learning second languages"

To support this statement, Lo Bianco (1987:120) then explains further that

"This policy explicitly declares that the study of at least one language in addition to English ought to be an expected part of the

educational experience of all Australian students, ideally continuously throughout the years of compulsory education”.

To implement a program, especially a national program, its goals should be stated clearly. The goals of LOTE in Australian schools are defined in the *White Book - Australia's Language* (1991): “The learning of languages other than English must be substantially expanded and improved to enhance educational outcomes and communication within the Australian and the international community”.

In implementing this policy, the role of the school is recognised as being important. It is realised that language teaching and learning efforts are to enhance Australia's place in Asia and the Pacific and its capacity to play its role as a full and active member of world forums (Lo Bianco 1987). Therefore, the purpose of learning LOTE, as cited in *Towards a National Language Policy* published by Commonwealth Department of Education (1982:14), is no longer purely for circumscribed academic reasons but increasingly for a wide range of other purposes:

- to gain an appreciation of other cultures and ways of thinking
- for travel
- for purposes of trade and defence
- for obtaining jobs
- for communication with Australians of a different ethnic

background.

However, in South Australia, one of the Language Policy Working Party recommendations about LOTE states that

“programmes in languages other than English aimed at providing special support for refugee children entering mainstream schooling be recognised by the Education Department as a special need requiring an immediate response” (1983a:62)

Thus, in the country like Australia where the role of Federal and State governments is considered equal, one cannot impose its views on the other. However, understanding and similar perception of certain matters of debated such as language policy are of important part in the whole system so one should be of support to another. The next section will discuss the issues in the policy implementation.

## **4.4.2. Issues in the Implementation of Policy**

### **4.4.2.1. LOTE in Primary School**

The Primary Curriculum Committee in South Australia in November 1983 established a working party to investigate the teaching of languages other than English (LOTE) in primary schools. As a result of the input from the Curriculum Service Branch, ‘LOTE Programs in Primary Schools’ was

published in March 1985. There are several reasons for teaching LOTE in primary schools, as stated in Resources Review by the Queensland Department of Education, Curriculum Service Branch (March 1987) as follows:

- children develop language ability more naturally in the early primary years, or even during preschool because there is a minimum interference from the mother tongue at this stage.
- a LOTE program is intended to develop an appreciation of other languages and cultures; it will be more likely to achieve success with younger children who have had less exposure to racial prejudice.
- adolescents tend to demonstrate more self-consciousness among their peers and may find activities such as making 'strange sounds' more embarrassing than younger children.
- primary school children tend to enjoy activities such as singing, language development games and role play, which involve some repetition. Such activities are considered most appropriate to language practice and are more likely to result in language learning being seen as enjoyable.

Despite the rapid development of the LOTE program in primary schools, it has been reported by the Senate Standing Committee on Education and the Arts that major problems have been identified in "teacher education and in overcoming a certain amount of prejudice against teaching other languages" (1984). The Commonwealth Department of Education in the *National Survey of Language Learning in Australian Schools* (1983b:32) state that "in the primary schools, where there has been a greater readiness to innovate by introducing languages other than English, teacher availability was a bigger factor ...". Therefore, a recommendation was made by the

Senate Standing Committee on Education and the Arts that to expand language teaching, it is important to concentrate on the key areas of need, namely:

- \* the reliable supply of qualified staff;
- \* appropriate teacher training
- \* provisions for continuity of study at secondary school
- \* adequate supplies of teaching materials

Throughout Australia the languages other than English being taught in primary schools include: Adnamatana(sic), Arabic, Chinese, Dutch, French, German, Indonesian, Italian, Japanese, Latin, Macedonian, Malay, Maltese, Modern Greek, Pitjantjatjara, Serbi(sic)-Croatian, Croatian, Spanish, Turkish, Ukrainian and Vietnamese (Commonwealth Department of Education Australia 1982) among others. Later on, the focus is on a core of eight languages to be nominated by each State and Territory Minister from the following priority languages: Aboriginal languages, Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Russian, Spanish, Thai and Vietnamese (White Book 1991).

In the National Policy on Languages (1987), Indonesian/Malay is considered one of the languages of wider teaching. More particularly, it was recommended for promotion due to currently inadequate resource

levels. The term 'languages of wider teaching' according to this National Policy is

"a broad designation. It can be taken to mean that at a national level these languages warrant promotion over and above specific support for other languages since it is expected that more students will take these, that other languages and relatively more schools will teach these languages than other languages" (p.125).

#### **4.4.2.2. Teaching Indonesian in South Australian Schools**

Indonesian is not widely used in Australia although geographically Indonesia is Australia's closest Asian neighbour. Their geographical proximity plays an important role in the nature of the relationships between both countries however. The Federal Government in its National Asian Languages and Studies Plan shows a strong belief in the importance of gaining a familiarity with Asian cultures due to the position of Australia as a part of Asia. Therefore, in the policy of Languages Other Than English (LOTE), the Federal Government (1982) has determined four main languages to be given priority. These are Indonesian, Japanese, Chinese and Thai (was formerly Korean).

The teaching of Indonesian, especially in South Australian schools, has experienced its ups and downs. The political and diplomatic relations between these countries as well the differences between the language policies of the State and Federal Government have affected the progress of Indonesian language teaching. For instance, in South Australia there are twelve foreign languages taught in schools. This is because South Australian society consists of various groups from around the world. This fact influences the expansion of Indonesian language teaching. It goes without saying that certain foreign languages grow faster because of the large number of people in the community who speak the languages, such as, Greek, Italian and Vietnamese.

In South Australia, Indonesian has been taught in schools since the sixties (see Appendix E), though back then there were not as many programs as there are now. The teaching of Indonesian during that period was mainly within high schools and universities. In the seventies, it declined due to tense political and diplomatic relations which followed the Indonesian takeover of East Timor. The relationship became closer again in the eighties as Australia started to determine its position as a part of Asia. Since then, there has been a lot of progress in terms of the number of schools teaching Indonesian as the chosen foreign language. In 1990 there were 60 schools, while the latest data (1998) show that there are about 100



schools, both primary and secondary schools (but mostly primary schools) teaching Indonesian.

The development of foreign language teaching is definitely affected by the government policy. Taking into account the educational system in Australia, which is much more flexible and decentralised, the role of policy, particularly from the Federal Government, is very important in that it requires schools to implement the teaching of foreign languages. As stated by the Indonesian Language Adviser "because of the policy, the system has to supply support and so does the State Policy"(see Appendix E). Especially for teaching Indonesia in South Australia, its existence is greatly supported by the policy from the Federal Government since the South Australian government does not restrict foreign language teaching to Asian languages due to large numbers of migrants from a variety of non-Asian ethnic backgrounds.

After implementing the policy for several years, evaluation is essential to recognise the usefulness as well as the obstacles faced and in order to make improvements. An evaluation is very important, in order to be able to rectify the former policy to make it more applicable and appropriate for the present and predicted conditions. It is also expected to give solutions or at least strategies to the problems.

Apart from the political situation which influenced teaching of LOTE, in particular Indonesian, there have been other influences, notably the problem of teachers, the problem of resources, and the problem of funding from the government. These problems have had an impact on the development of teaching Indonesian in schools. Therefore, it is important to find solutions to these problems in order to improve the teaching practice.

Having implemented LOTE in primary schools for about a decade, South Australia is now entering the second decade. Lo Bianco in his Report (1995) concluded that "the focus on breadth of coverage of the 1986 State Language Policy was an unqualified success". By taking into account the good and bad aspects of the previous policy, as identified in the Lo Bianco Report, and the issues raised by schools and other stakeholders, it has been developing a languages plan which sets policy for the next 10 years. The goal for this plan is that "By the year 2007, all students through R-10 will be learning a language other than English in quality programs that are an integral part of a broad and balanced curriculum"(see Appendix L). The implementation time line has been determined for the target outcomes so that:

- By the beginning of the year 2001 all schools will have planned for the long term provision of languages programs that focus on quality learning outcomes that are linked to the LOTE Statement and Profile.
- By the beginning of the year 2004 all junior primary and primary schools will have student achievement data that demonstrates growth of learning in languages, linked to the Statement and Profile and student standards.
- By the beginning of the year 2007 all schools will have student achievement data that demonstrates the growth of learning in languages, linked to the Statement and Profile and student standards (adapted from Summary of Languages Plan 1998-2007 - draft, see Appendix L).

In the implementation of this plan, as defined in the Summary of Languages Plan, schools will be supported by quality assurance, teacher supply, curriculum, and learner pathways. The following range of languages: Aboriginal languages, Chinese (Mandarin), French, German, Greek, Indonesian, Italian, Japanese, Spanish and Vietnamese will have support from DETE in South Australia (*see* Appendix L).

Despite its ups and down, teaching Indonesian in South Australian schools has increased since it was first introduced in the sixties. The role of

policy from both Federal and State Governments helps strengthening the implementation of Indonesian as well as other LOTE. Regarding problems encountered, efforts have been made to look for the solution of the problems and evaluating the relevance of policy.

## 4.5. COMMENTS ON LANGUAGE POLICY

The language policies in three countries have been discussed in this chapter. However, there are several points to be noted. The general goals of policy stated the expectation of learning the target language in overall as shown in the following table over the page.

**Table 4.2. Goals of Language Policy**

Indonesia	Thailand	Australia
<ul style="list-style-type: none"> <li>- to give basic knowledge of spoken and written English</li> <li>- to develop four language skills in the context of children's daily life</li> <li>- to increase children's understanding of the nature of God, which basically means that language is a God-given gift to human beings.</li> </ul>	<ul style="list-style-type: none"> <li>- to gain knowledge, understanding and experience in various careers, according to students's ability and interests and suitable adjustment in the area.</li> <li>- to provide discipline in working, concentration, diligence, patience, economical, autonomy, and an ability to interacting and socialising.</li> <li>- to be creative</li> <li>- to be able to get a job appropriate to their age.</li> </ul>	<p>The learning of languages other than English must be substantially expanded and improved to enhance educational outcomes and communication within the Australian and the international community. (applied to every level of education in Australia)</p>

Thai EFL policy has been improved by lowering the starting age of introducing English in primary school since 1996. However, the general goals of policy does not change much except the addition of what to expect after learning English from year one. If we look at the policy statements especially the goals for EFL programmes in primary schools, many interpretations are possible. This actually opens the opportunity to develop creativity. However, the condition is not quite supportive because Thailand still has a centralised education system which makes this less possible. The policy statement is also completed with such a pathway which determines the topic and guide the teachers in arranging the teaching process, unlike the Indonesian EFL goals of policy for primary school which, for me, sounds more realistic. Here, it is stated clearly what should be achieved after learning English for certain periods in primary schools. For example, it sounds simple, but it is easy to understand and to measure later on that 'at the end of primary school, the pupils are expected to ... master at least 500 words' (see Appendix C). The limitation is good in one side, especially Indonesia has just introduced TEFL in primary school recently, however, it is suggested to improve the policy as it develops over time. Together with the policy, there is also teaching program which explains the topic and activities in class. Just like Thai EFL goals of policy, Australian LOTE policy is also general as far as the policy goals is concerned. I understand this as the influence of Australian

decentralised education system which give more chance to be creative however LOTE pathways is provided to guide teachers in preparing the class. The goals in foreign language teaching is shown in the table below.

**Table 4.3. Foreign Language Teaching Goals\***

Indonesia	Thailand	Australia
<ul style="list-style-type: none"> <li>- to develop feeling of happiness and bravery by learning English through simple songs</li> <li>- to implant the basic skills of English by introducing simple vocabulary</li> <li>- to develop the skills of communication by using simple sentences of daily conversation</li> <li>- to enhance pupils' fondness in reading books written in simple English.</li> </ul> <p>At the end of PS, the pupils are expected to have gained the four language skills in a simple form based on their level of learning development and interest, and to master at least 500 words</p> <p><b>Notes:</b> Goals for TEFL in PS for Indonesia and Thailand LOTE in Curriculum for Australia</p>	<ul style="list-style-type: none"> <li>- to gain an understanding of the grammatical rules of English</li> <li>- to become competent in the four language skills</li> <li>- to develop a positive attitude towards English and to enjoy reading to find information</li> <li>- to be assisted in using English for communication.</li> </ul>	<ul style="list-style-type: none"> <li>- to reflect upon language in use, uses of language and language learning</li> <li>- to become independent users of LOTE and develop strategies for effective listening, speaking, reading, writing and viewing.</li> <li>- to explore the rich diversity of the spoken and written form of the LOTE</li> <li>- to appreciate cultural and social contexts in spoken, written and visual LOTE texts</li> <li>- to express insight and feelings clearly and powerfully in speech and writing</li> <li>- to develop skills for effective interaction and communication in groups</li> <li>- to derive enjoyment and vicarious experience from LOTE texts</li> <li>- to respond creatively and imaginatively of LOTE texts</li> <li>- to develop critical appreciation of LOTE texts</li> <li>- to be analytical, critical thinkers</li> <li>- to form judgements and develop values.</li> </ul>


Referring to Thailand and Australia that have implemented FL long before Indonesia has, the problems occur are similar such as lack of qualified teacher including lack of language proficiency of the TL they teach, lack of resources and facilities. Considering these problems, I think it is fair in Indonesian not to introduce English as a compulsory subject in primary schools until the problems have found the solution, otherwise it would not produce a satisfactory result. Furthermore, I think, Thailand and Indonesia need to consider some aspects of LOTE in Australia which are applicable such as giving more freedom to schools and teachers to develop the EFL program based on the available resources and the environment. In a larger scale, decentralised education system is also important to be considered for application in Indonesian and Thailand due to more demanding, democratic and liberal education. It also opens more opportunity to improvements and creativity and to maximally use the local resources.

## 4.6. SUMMARY

This chapter has presented the language policies in three different countries. The discussion has been divided into three main parts according to the country, Thailand first, followed by Indonesia, and then Australia. Each part discusses the policy as well as the issues of its implementation in

primary schools. From the discussion, it can be seen that there are similarities among them in terms of the problems regarding policy implementation. This was then commented in the section before this. The summary of discussion in this chapter can be looked at table 5.1.

In the next chapter, I will discuss classroom practice in terms of organisational matters and teaching approach. These are the main parts of the implementation of policy; how the policy is translated into the practice of teaching and learning in the classroom.





# **Chapter 5**

## **ORGANISATIONAL MATTERS AND TEACHING APPROACH**

### **5.1. INTRODUCTION**

Language policy and the issues of its implementation have been discussed in the previous section. In this section, the organisational matters and teaching approach will be presented to complete the discussion of the implementation of language policy in primary school foreign language teaching. The first part of this section will discuss aspects of the classroom

which can be classified as organisational matters. These matters in turn affect classroom practice, which is covered in the second part.

## **5.2. ORGANISATIONAL MATTERS**

### **5.2.1. Issues in the Classroom**

In this section I will discuss the practice of foreign language classroom learning in the three different countries of my observation. The first part of my discussion will describe general issues found in the classroom data. The second part will be the analysis of the classroom data available. Comments are based on limited number of observation.

#### **5.2.1.1. General issues found in primary school classroom practices**

In general, based on the samples, primary school classrooms in Indonesia, Thailand and Australia share similar contexts which is foreign language contexts. However, the most similar are Indonesia and Thailand, not just because both are dealing with English as a foreign language but they also share similar education systems. In Australia foreign languages are better known as languages other than English (LOTE) as mentioned in the

previous chapter. The Australian educational system is also different from Thailand and Indonesia. This has been addressed in the previous chapter.

In terms of the classroom situation, especially the atmosphere, Indonesian and Thai classrooms give a similar impression, i.e. they are formal and a bit tense, less spontaneity from students and monotonous. The evidence can be seen in the extract of classroom transcription such as in Appendix H, Section D.1., Appendix I as well as in Appendix J. On the other hand, from an observation of two Australian classrooms, it looks that the atmosphere tends to be more relaxed, the situation is more pleasant and the classes are more dynamic (*see* Appendix K). In this classroom the teacher tries to involve the students as much as possible in classroom activities. Seating arrangement is another factor. In Indonesia and Thailand, the seats are arranged in rows (*see* Appendix N, Pictures A, B, C and D), the students have to sit facing the blackboard and the teacher's desk in front of the class; group seating is sometimes arranged if required, depending on the activity. It is different in Australia, where the students are arranged in groups of a maximum of 6 and also it is possible for the students to sit on the floor if necessary (*see* Appendix N, Pictures D E and F).

In Indonesia and Thailand, having special classrooms for English in schools is not common and the English teacher usually just comes to the students' home classroom. If the school can afford to provide a sound laboratory - in Thai public primary schools, there is a government program to supply these as in Rusamillae PS in Pattani, Wat Tapod PS in Nakorhpathom- the students are directed to the laboratory if required (*see* Appendix H, Section F.1.), according to the lesson. The primary school I visited in Adelaide has its special Indonesian classroom. In Australia, based on my informal talk with LOTE teachers attending the Global Citizenship Conference July 1999, most primary school, where one of a range of LOTEs is available, usually have a special classroom for the foreign language taught in the school. Therefore, whenever the students are scheduled to learn the language, they are directed to go to this foreign language classroom and the language teacher just waits for them in this room (*see* Appendix H). The special room for language learning is well decorated and colourful; it is also supplied with teaching resources and teaching aids. From my point of view, it is much better if a school, primary school in particular, which offers a foreign language, for instance English, can provide a special classroom for the purpose of teaching and learning English. This will motivate the language teacher to be creative and to make an effort to provide as much information and teaching aids as possible in this class. As stated as follows: "The Indonesian classroom has

good resources and very-well decorated. This help the teacher to use the teaching aids which are displayed and within a reach" (Appendix H, Section N). On the side of students, having a special language classroom will give them more chance to learn from all the resources and learning aids (only if the classroom is completed with reasonable resources from the TL) and they can focus their intention and attention to this certain subject which they cannot receive in their home room. By providing a special language classroom, the process of language learning is supported because the teaching aids are accessible and mostly within a reach.

Having given my general impression of the Indonesian, Thai, and Australian primary school classrooms, I will shift my discussion to other classroom issues.

#### **5.2.1.2. Specific issues in the classroom**

In terms of classroom organisation, there are several matters which need to be discussed. These matters undoubtedly influence the teaching and learning process. In this section, the organisational matters are categorised into size of class and time allocation; personnel, in this case, the teacher; and teaching resources. Table 5.1. will show the summary of this section.

Table 5.1

	Indonesia	Thailand	Australia
<b>Time Allocation</b>	varies from school to school, if English is available, between 1 x 35" per week or 2 x 35" per week, depending on school.	5 x 50" per week for upper level (4 - 6) 5 x 30" per week for lower level (1 - 3)	varies from school to school to a maximum of 100 minutes per week
<b>Classroom situation</b>			
<b>Size</b>	maximum of 30	± 30, in certain school, esp. private school, it can reach to 50	maximum of 30
<b>Seating</b>	in rows (group seating is sometimes arranged when required, depending on the activity)	in rows (group seating is sometimes arranged when required, depending on the activity)	in groups of up to 6 persons in each group
<b>Atmosphere</b>	formal	formal	relaxed (sitting on the floor is OK)

### A. Size of class

Regarding size of class in primary schools, these three countries share similar problems, having more than an ideal number of students in a class. However, compared to Indonesian and Australian primary school classes, the size of Thai primary school classes, especially in private schools, is relatively large. In Thailand, the schools I observed show that the number

of students in each class varies. The facts show that the schools located in town have more students in each class compared to schools located out of town. This is probably because the population in the urban areas is bigger than in the rural one. The average number of students in public schools are about 30-40 pupils each class. In certain private schools, the number of students in the class can even reach 50-56 pupils (*see Appendix H, Section G*).

By contrast, in Indonesia the number of students is generally kept to a maximum of 30 in each class. In fact, the size of most Indonesian primary school classes is decreasing along with the success of family planning programme. However, the number of students in each class is still considered more than an ideal one. In South Australian primary schools the number of students in one class is also kept to a maximum of 30.

In regards to size of class, popularity because of the 'quality' of the school is also one factor that makes the number of students become enormous in certain schools. Some schools are considered to be better than the others. This phenomenon happens especially in Thai and Indonesian schools where education is considered very important but expensive. The trend seems to be that the better quality the school has, the more popular the school becomes, and the greater the number of students go to this school.

Offering English in primary school is considered one factor to attract more students to attend the school. The availability of teachers and the facilities also contribute to the number of students in a class. If teachers and the facilities are well provided, students can be divided into several parallel class. These issues should be addressed properly because big size of class does influence the interaction in the classroom.

It is different in Australia where education is just taken for granted. Education field is given more attention and funding by the Australian government and every school is considered able to achieve an equally acceptable standard of education. Although public schools in Australia at the moment is having a problem of funding cuts from the Government, the overall condition of the public schools and the educational sector can still be considered better than most Indonesian and Thai primary schools. The schools also have equal opportunity to develop their own curriculum as long as it is in accordance with the statement of profiles determined by the Australian Education Council on behalf of the Government. Therefore, the problem of having big classes does not seem occur in schools.

However, as far as learning a foreign language is concerned, the big size of class is likely to be one of the obstacles in classroom interaction. This fact makes it difficult for the teachers anywhere to give the same attention to



all the students in the class. Therefore with big class size, only those who really want to learn English can succeed. Furthermore, in terms of classroom interaction, particularly foreign language learning, if the size of class is big, the less opportunity the students have to talk. Thus, Long and Porter's observations (1985) show that, in a fifty-minute lesson of a class of thirty students in a public secondary school classroom, the opportunity to speak for each student is thirty seconds per lesson or one hour per year. Therefore it is ideal to have smaller class size, since the smaller the size of class, the better management the teacher will perform and the more opportunity the students will have to speak.

### **B. Time allocation**

Time allocation is important, especially in learning a foreign language. It is considered a significant factor in classroom learning because how much time is allocated indicates how much interaction will potentially occur in a classroom. Long and Porter's observation (1985) about the opportunity for students to talk in classroom interaction that I mentioned previously is a good example of the importance of time allocation.

The amount of time in learning English in Thailand varies from school to school. The significant difference is between public and private schools. In year 5 and 6 in public schools, students learn English everyday (5 days per

wk) for 1 period (50-60 minutes) each day. Year 1-4 students learn English for two hours in a week which can be divided into twice a week with 50 minutes each or 4 times a week with 30 minutes each. My interviews show that the schools are free to decide the instruction time which suits their situation. If there is a lack of English teachers, English is only taught in year 1 and 2 for 1 hour a week or it is split into two meetings for 30 minutes each per week. In some schools, English is taught in years 1, 2, 5, and 6. By way of contrast, English has been taught in years 1 to 6 for many years in private institutions even when there has been no policy yet stating that English should be taught from year 1.

In Indonesia, as I explained previously, English is not a compulsory subject at primary level but is one of the muatan lokal (local-content) subjects. Therefore, the amount of time allocated varies from school to school depending on the availability of teachers and facilities. However, in the Guidelines for English subject, it is explained that English can be taught from year 4 with time allocation of 12 hours for the first quarter and another 12 hours for the third quarter of the school year<sup>1</sup>. In year 5 and 6, it is allocated 12 hours for each quarter (Depdikbud 1994, see Appendix D). It should be noted that in the Indonesian educational system, one academic year (1 year) is divided into three quarters of four

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<sup>1</sup> In the Indonesian school system, there are three quarters (terms) in each school year.

months each, including school holidays. Private schools usually teach English for a period each week.

Time allocation for LOTE in Australian schools varies from school to school, depending on the ability of the schools themselves to perform LOTE teaching. At the primary level, the time allocated for LOTE ranges from 1 hour to 90 minutes per week (Lo Bianco 1997). In South Australia, Indonesian, as one of the priority languages elected in 1995, is taught for a minimum of 90 minutes in primary schools (Lo Bianco 1997).

### **C. Personnel**

In implementing foreign languages in schools, I found that the obstacles faced by personnel are similar in the three countries. My interviews with key persons in primary school FL programs in these countries express that personnel is also a problem that needs to be addressed. Guaranteeing the supply of qualified teachers seems to be the main problem faced in teaching foreign languages. The fact that the teacher who is teaching a foreign language does not have an academic qualification in the language she or he is teaching, especially in primary schools, is quite common. It means that it is still acceptable to know foreign language teachers have no such background. These teachers usually voluntarily teach the language based on reasons such as, that the schools could not find a teacher

although the program had to be started, and with they have a little knowledge of the language or they like that language or they offer themselves to do the teaching or are appointed by the headmaster who knows they are able to speak the language and so forth.

Primary schools in Indonesia and Thailand face the problem of a lack of 'real' English teachers, that is teachers who majored in English. Most of the teachers teaching English in primary school have little training in the language. Their teaching specialisations vary from geography, science, history, Thai language, economics, and so forth. Some teachers such as Teacher C, D, E and I (see Appendix H) do the teaching because they like the language. Teacher E in Nakornpathom Province, Thailand expressed: "I majored in Anthropology but I teach English because I like learning English" (Appendix H Section F.2.). By contrast, those who teach in private institutions mostly have an English major background.

In South Australia, according to the ILA who refers to the data collected by LMRC, LOTE teachers stated that they teach the particular language although they did not major in it because they were asked by the principal to teach it. Thus, the principal will often ask teachers in his schools whom he knows have a foreign language background. For instance, if the principal knows that a teacher has an Italian background, he then will ask

the teacher to teach Italian to the students in that school; Italian then becomes the language other than English taught in that school. The same happens in Indonesia, where the availability of English teachers is a problem.

Kaplan and Baldauf (1997) in their book *Language Planning, from practice to theory*, recognised three essential problems in teacher supply. These problems are: the source of teachers, the training of teachers, and the rewards for teachers. Thus, there are some steps which can be taken in order to overcome the problem of the availability of qualified teachers. In terms of the source of teachers, there are several possibilities, such as to retrain the existing language teachers of one language to the new target language so that they retain their teaching positions or to import teachers from a country where the target language is spoken natively. The training of teachers is understood as another the problem. Pre-service training is essential to prepare candidate teachers and it is generally agreed that a minimum of three years training is required. In-service training is an alternative in order to give the teacher more information and practices about teaching the foreign language of his/her choice. Sending existing teachers for further university study is another alternative. Such training also permits teachers to maintain their level of proficiency (Kaplan and Baldauf 1997:132). The reward for teachers is the third problem which they

raise. I very much agree with giving adequate rewards to the teachers of a foreign language because proficiency in another language should be recognised as a valuable ability. Kaplan and Baldauf (1997) suggest two kinds of incentives as rewards for teachers. Initial incentives are designed to defray the costs of getting trained both in the language and in general pedagogy, while long-term incentives are designed both to provide satisfying careers to language teachers and to encourage the maintenance of language proficiency.

In a developing country such as Indonesia, primary school teachers seem to have double responsibilities: professional and family responsibilities. Why? Because primary school teachers are mostly females who are married and their income is low. It is a fact that their time is mostly spent looking after the family and less after their main profession. This affects the quality of their teaching, due to less time for preparation or looking for new information. In such developing countries where teachers' welfare is not a priority, expectations of teachers can not be high, unfortunately. An exception is those who work in well-known private schools, where their welfare is considered important in fact, their quality of work is higher. Therefore, I may say that there is a close link between teacher's welfare or, according to Kaplan and Baldauf's term 'rewards for teachers', and the

quality of teaching they perform. In a developed country like Australia, such considerations are far less important.

#### **D. Teaching resources**

Teaching resources are important in order to support the teaching and learning process. If there is a range of materials available, the teacher should be able to select and choose one which is appropriate and suitable for the students. As far as language learning is concerned, the materials or teaching resources can be in the form of textbooks, audiocassettes or videocassettes.

In Thailand, most teaching resources are in the form of textbooks. There are various English textbooks for use in primary school; some written in both Thai and English, some all in English written by native speakers. All the textbooks are intended to be revised and improved every academic year, however in practice this depends on the funding availability. "English is Fun" was first introduced, as it is reported, in 1954. "On the Springboard" is developed at a major Thai university (Srinakharinwirot University). Most public schools use the textbooks supplied by the government through the Office of National Primary Education Commission (ONPEC). Private schools use textbooks supplied by National Board for private

education. These books are supplemented with workbooks and also teachers' books. Below is the example of typical exercises in textbook.

ตอบตามข้อไปนี้


1. What work does Chin do?
2. Who is Manop? What work does he do?
3. Look at picture one. What is in Chin's hand?
4. Look at the table in picture two. Is the leg broken?
5. Is Manop a good carpenter?

4. ดูภาพของบุคคลในหน้า 1 แล้วเติมคำในช่องว่าง


A. The man in picture one is Suwit's father. He is a farmer.  
The woman in picture two is \_\_\_\_\_  
\_\_\_\_\_ in picture three

B. Look at the man in picture three. His name is Boonchoo. He is Malce's brother.  
Look at the woman in picture four. \_\_\_\_\_  
\_\_\_\_\_ in picture five

6. เติมคำในช่องว่างเพื่อให้สุดและบุพเพนิวาสกรรม



Good morning. \_\_\_\_\_ name is Suda.  
a student.



\_\_\_\_\_ a teacher. \_\_\_\_\_ name is Yupin

Yupin

6. ให้ฝึกเขียนเติมคำในช่องว่าง เพื่อแนะนำตนเอง

\_\_\_\_\_ name is \_\_\_\_\_. I \_\_\_\_\_

7. สัมภาษณ์และรายงาน

1. แบ่งเป็นกลุ่ม กลุ่มละ 6 คน ให้ทุกคนเตรียมบัตรชื่อและอาชีพของตน
2. ให้ทุกคนเปลี่ยนที่สัมภาษณ์ โดยถามชื่อและอาชีพของแต่ละคนแล้วจด

ตัวอย่าง

A : What's your name?  
B : I'm Boonchoo.  
A : What work do you do?  
B : I'm a bus driver.

A (บันทึก) : 1. Boonchoo is a bus driver.  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

3. ให้ทุกคนรวบรวมงานจากเมื่อ

A (ชี้ที่ B) : That's Boonchoo. He's a bus driver.  
B (ชี้ที่ C) : That's \_\_\_\_\_. He's a soldier.

The English textbooks seem to follow similar patters where they provide a lot of exercises with pictures or short texts. I have enclosed an example of the exercises above. If we look at the goals of teaching where the



students are expected to communicate, such textbooks would not be able to meet the goals because doing exercises only will not make the students be able to speak. ✓

In Indonesia, most teaching resources are also in the form of textbooks. There is a range of different textbooks available for teaching English in primary schools, published by private publishers. They are mostly written in English. However, unlike in secondary schools where English is a compulsory subject and the Department of Education and Culture publishes textbooks which serve as a compulsory resource, there is no such textbook for English in primary schools. Sometimes, teachers are expected to provide their own resources based on the English books available. Below is the example of typical exercises from textbook.

Based on the information I got, none of the available textbooks serve as the main and only resources for English subject. It is because English is part of local-content subject, and it is expected to be taught using local resources, <sup>u</sup>Unless, the topic is on grammar. The textbooks are used when the topic of lesson is available in the books. The choice of textbooks also depends on a special agreement between school in this case teacher and the publisher. The following is the typical exercise in the textbook. ✕

\*

## 2. LOOK and match

30 FIRST STEP 4

badminton

football

basketball

a.

b.

c.

d.

e.

f.

volleyball

tennis

ping-pong

## 3. LOOK and complete the sentences that they like, or doesn't like

like, or doesn't like

	like	doesn't like
Roni	✓	X
Sinta	X	✓
Tanti	X	✓
Bobby	✓	X
Glenn	✓	X

a. Roni likes badminton.      l. Bobby ... football

b. Roni and Sinta ... badminton      j. Roni and Bobby ...

c. Tanti and Bobby ... badminton      k. Bobby ... volleyball

d. Tanti ... ping-pong      i. Roni and Tanti ...

e. Bobby ... tennis      m. Sinta ... basketball

f. Roni and Tanti ... basketball      n. Bobby ... basketball

g. Bobby and Sinta ... volleyball      o. Tanti and Sinta ...

h. Roni ... football

UNIT 3 SH

As found in Thai English textbooks, English textbooks in Indonesia also consist mostly of exercises although there are sections for listening and speaking. Time spent for this activity is considerably less compared to doing exercises. Again, this does not meet the goals of teaching which is communication.

Beside these textbooks, teachers are also expected to create other activities which are attractive to students. Songs are one alternative. Unfortunately,

most English songs adapted from English-speaking countries are not very appropriate for Indonesian children. Therefore, some popular songs created for children in Indonesia have been translated into English to cater the needs of songs in EFL program especially in primary schools (*see Appendix M*).

In the Australian LOTE context, learners are classified into four categories which represent the stages of schooling (Australian Education Council 1994). Band A is the lower primary years (it is also called junior primary years), Band B is the middle to upper primary years, Band C is the lower secondary years, and Band D is the post-compulsory years. Because I am focussing on primary schools, only Band A and Band B are considered. At Band A, communication in LOTE focuses on students and their immediate environment, such as the classroom, and events and items of personal interest and significance. At Band B, students are learning to work cooperatively and have a growing awareness of appropriate social communication and behaviour. This categorisation helps the teacher to choose and decide which materials suit the students' level.

Materials are decided by teachers based on the students' category and the pathways developed by the curriculum adviser at the Language and Multiculturalism Resource Centre, Newton SA. Australian teachers

teaching Indonesian are given the opportunity to choose materials that support the topic as long as it is still in accordance with the statement and profiles (Curriculum Corporation), currently called as pathways (LMRC, Newton SA). The pathways is developed for each group (see previous section re: Band A, B, C) which are focussing on oral interaction as its linguistic dimensions. Basically, the pathways provide guidance of what to reach (language awareness) and so what should be done (functions and notions). It also notes the possible grammar, syntax, morphology and phonology to learn within the topic as well as the types of text. After all, it is believed that the teacher knows best the ability of his/her students because of their regular contact with the students.


The Indonesian language adviser at the Language and Multiculturalism Resource Centre admitted that there is a lack of resources for teaching Indonesian in South Australian schools since all the resources are developed in Australia. It is different from other LOTEs, such as Italian, Japanese, French, or German which have a lot of support and contribution from those countries. However, if we compare teaching resources for English in Indonesia, for instance, to teaching resources for Indonesian here, I have to admit that the resources for teaching Indonesian here in Australia are much better in form and variety. Moreover, the resources are

not only in the form of textbooks, but also available in the forms of audiocassettes and videorecording.

There is a range of publications available resources for teaching Indonesian in South Australian primary schools. Every published resource must go through the Resource Centre first to be examined as to its appropriateness for use in schools. However, as I mentioned above, teachers have the right to choose which particular resources from those available suit the children. Below is the example of typical exercise in textbooks.

46

Contoh: (i) Boleh, saya boleh meminjam radionya?  
(ii) Maaf, apa saya boleh meminjamkan kaset itu?  
(iii) Azwan, bolehkah saya meminjam buku bahasa Inggrismu?



Sutris: "Maaf, apa boleh meminjam CD itu?"

Azwan: "Maaf, apa boleh meminjamkan buku bahasa Inggrismu?"

Sutris: "Maaf, apa boleh meminjamkan CD itu?"

Sutris has covered the CD from Hasan.

### Responding

When you talk to someone about something, there are several different ways you can respond to make:

**'Yes, you may'**  
When you talk to someone before, you can say 'yes, you may'.

Contoh:  
(i) Boleh.  
(ii) Boleh.

**'Yes, of course'**  
This is more emphatic than the first response. You can say 'Boleh'.

47

**'Yes, But...'**  
When you want to give permission, but want to say something else, you can say 'Yes, But...'.  
Contoh:  
(i) Boleh, tetapi...  
(ii) Boleh, tetapi jangan dibawa pulang.  
(iii) Boleh, tetapi jangan lupa untuk mengembalikannya.  
(iv) Boleh, tetapi jangan lupa untuk mengembalikannya.

**'No, I'm sorry.'**  
Refusing permission in Indonesian is usually done by saying 'Maaf' (I'm sorry) and then saying 'tidak' (no) or 'tidak mungkin' (not possible).  
Contoh:  
(i) Maaf, saya tidak bisa meminjamkan buku itu.  
(ii) Maaf, saya tidak bisa. Maaf, saya tidak bisa meminjamkannya. Maaf, saya tidak bisa meminjamkannya.


### Asking about favourites

When you want to ask people about their favourite things, you can use the following questions. You can use the following questions to ask about their favourite things.

Contoh:  
(i) Apa saja kesayangan Anda?  
(ii) Apa saja kesayangan Anda?  
(iii) Apa saja kesayangan Anda?  
(iv) Apa saja kesayangan Anda?

Contoh:  
(i) Apa saja kesayangan Anda?  
(ii) Apa saja kesayangan Anda?  
(iii) Apa saja kesayangan Anda?  
(iv) Apa saja kesayangan Anda?

Contoh:  
(i) Apa saja kesayangan Anda?  
(ii) Apa saja kesayangan Anda?  
(iii) Apa saja kesayangan Anda?  
(iv) Apa saja kesayangan Anda?



From the range of textbooks available, it is hard to calculate which ones are used most because there is no information gathered about this. Moreover, as stated above, teachers have the right to make a choice of textbook being used therefore it might vary from school to school (*see* Appendix E). Nowadays, a CD-ROM where the program of language is offered has been available for purchasing.

Having presented the organisational matters and the issues employed in it, the next section will discuss the teaching approach related to the evidence in classroom data.

## **5.3. TEACHING APPROACH**

### **5.3.1. Theoretical Background**

There are two interpretations of learning, naturalistic or unconscious and instructed or conscious (Ellis 1994, Krashen 1982). Language learning program, terminologically, falls into the category of instructed or conscious learning, however, Tsui (1985) argues that in learning a second or foreign language both conscious and unconscious learning of the target language takes place. Tsui then explains further that “when the teacher is

teaching an item explicitly and getting students to practise it, then conscious learning is going on; but when the teacher relates anecdotes or students relate their own experiences and express their ideas, unconscious acquisition is occurring" (1995:12). I myself do not agree 100% with Tsui's ideas, however, I think it is true that learning language can be both conscious and unconscious depending on the situation. In this study, I focus on what is called by Ellis 'instructed language learning', looking at the practice of foreign language learning in primary education.

In the process of learning itself there are many influencing factors, such as the syllabus, the materials, the methods and techniques used, the teacher as well as the students, and so forth. All of these factors are believed to affect the result of the learning, in this case the learners' progress. Many educational experts such as Beebe (1985) and Allwright and Bailey (1991) agree that if these factors are better addressed, better results will be obtained. Regarding methods, Allwright and Bailey (1991) put forth that "method does matter, ..., but only to the extent that it makes a real difference to what actually happens in the classroom" (p.xvii). The result of the Pennsylvania Project by Smith cited in Allwright and Bailey (1991), for instance, where the audiolingual method was compared with the traditional method, shows the similarity of outcomes of the methods being compared. Scherer and Wertheimer's work (1964) also found no

significant differences overall after a two-year trial period comparing the modern audiolingual method with the traditional grammar-translation method. Therefore, what really matters is something that happens in the classroom, namely the so-called classroom interaction. As Allwright and Bailey (1991:9) put forward that "... something below the level of technique (something more interactive and less obviously pedagogic) takes place, and that this interaction (that is whatever actually happens in the classroom) ..." makes a difference to learners' progress. Johnson (1995:81) also pointed out in her book that "...the teacher-student interactions that take place in classrooms can, ..., have an important impact on how students use a language and what they ultimately learn.

Regarding classroom interaction, according to Allwright and Bailey (1991) there are three aspects of a classroom language lesson usually called 'planned aspects' that is *syllabus*, *methods*, and *(social) atmosphere* and also there are three outcomes usually called 'co-produced outcomes', namely *learners' receptivity*, *practice opportunities*, and the *input*. The relationship between plans and outcomes is described in the following chart which is adapted from Allwright and Bailey (1991:25) :



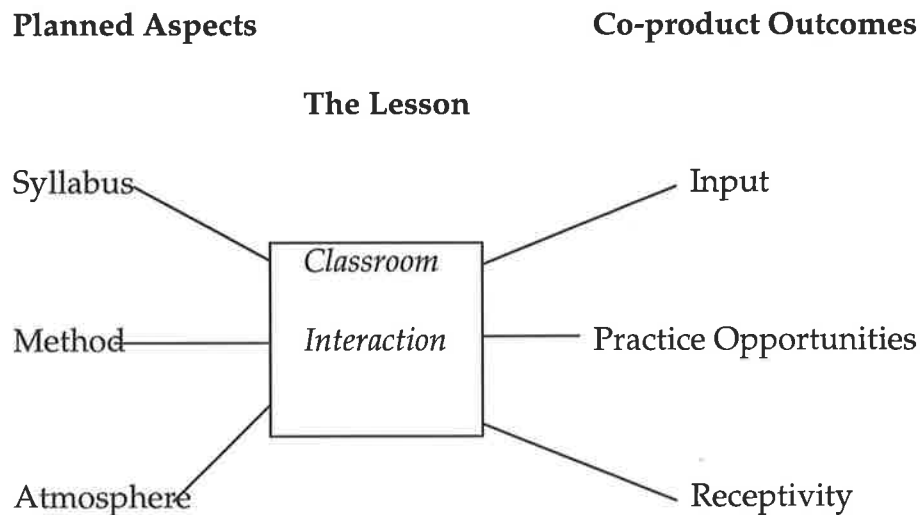


Figure 5.1. Relationship between plans and outcomes

Classroom interaction can happen if teachers as well as students get involved or participate in this activity. It is certainly unreasonably true that the teacher is the only one who has the power in classroom and the learners have none. In fact, "... while teachers have a certain amount of power in the classroom, learners also clearly influence the pace and direction of the interaction" Allwright and Bailey (1991:149). Johnson (1995:39) also supports Allwright and Bailey saying that "... what students bring to classrooms and how they talk, act, and interact in classrooms contributes to the dynamic of communication in second language classrooms".

Whilst, on the side of the teachers, Johnson (1995:38) continues "... the dynamics of classroom communication are shaped not only by what

teachers say and do, but also by who they are and what they bring to the classroom". However, as Allwright and Bailey (1991:18-19) point out "... no matter what they all bring, everything still depends on how they react to each other (learner to learner as well as teacher to learner) when they all get together in the classroom ... interaction, in class or anywhere, has to be managed, as it goes along, no matter how much thought has gone into it beforehand ... it has to be managed by everyone taking part, not just by the teacher, because interaction is obviously not something you just do to people, but something people do together, collectively.

In the classroom interaction, especially in language learning, "the language used affects the nature of the interaction, which in turn affects the opportunities for learning that are made available" (Tsui 1985:7). More importantly, as Tsui (1995:7) points out, "the language used by the teacher does affect the language produced by the learners". Therefore, teacher talk and student talk are important aspects in classroom interaction, although interaction can also be non-verbal. These two main features can be elaborated into six aspects as follows:

1. Teacher question
2. Teacher feedback and error treatment
3. Teacher explanation
4. Modified input and interaction

## 5. Turn-allocation and turn-taking behaviour

## 6. Student talk

(Adapted from Tsui 1995:12-20)

If we look at the elaboration of the aspects in classroom interaction, it is clear that teacher talk plays an important role in classroom interaction; as Tsui (1995:13) points out, "teacher talk not only takes up the largest portion of talk but also determines the topic of talk and who talks ... it is therefore a very important component of classroom interaction".

A typical pattern in verbal classroom interaction is teacher asking question - learner answering the question - teacher giving a feedback. These activities are also known as initiation-respond-feedback (IRF) (Mickan 1999). Sometimes, a teacher has to ask the questions several times in order to have student's respond, or the question needs to be modified to help the student understand better. "The modification of questions to make them comprehensible to students and to elicit response is another important area of classroom interaction" explained Tsui (1995:14).

There are two types of question which are typically used in classrooms:

1. *Closed and open questions.* Barnes (1971) defines 'closed questions' have only one acceptable answer; whereas to 'open questions' a number of different answers would be acceptable, and

2. *Display (knowledge-checking) and referential questions.* Long and Sato (1983) differentiate 'display question' (also called 'evaluative', 'test' or 'known information' questions) as questions asked to establish the addressee's knowledge of the answer to 'referential questions' as are intended to provide contextual information about situations, events, actions, purposes, relationships, or property.

Of course, "the kinds of question asked have important effects on student responses and the kinds of interaction generated." (Tsui 1995:30). Both open and referential questions give more opportunity for the students to use their prior knowledge in order to achieve new information. The explanation and feedback are also considered significant parts of teacher talk "given that the role of the teacher is to make knowledge accessible to students" (Tsui 1995:30).

Modifying these aspects of classroom interaction is important in order to involve the students maximally in the learning process. Regarding language learners, Seliger (1977) put forth two types of language learners, namely:

1. *High-input generators (HIGs)* who participate actively in conversations and consequently generate plenty of input from other people

2. *Low-input generators (LIGs)* who participate minimally and hence deprive themselves of obtaining input from other people

Although this research has been challenged, I agree to use these terms when looking at learners' participation.

Types of learners as mentioned above do affect the classroom interaction especially since "in language classrooms, where the target language is used as a medium of communication, classroom interaction becomes even more important since the target language is at once the subject of learning and the medium of learning" (Tsui 1995:22). Therefore, it is important for a teacher to recognise types of each student in a class so that good classroom interaction can be promoted.

### **5.3.2. Analysis of Classroom Data**

Having stated the background regarding classroom interaction, I will now present the classroom data I obtained. I will divide the discussion into two parts. The first is based on the six aspects found in classroom interaction mentioned previously and the second is according to the country in which the research took place.

### 5.3.1.1. Aspects of classroom interaction

In this part, I am particularly focussing on the six general aspects occurring during classroom interaction. In the previous section I quoted the six aspects from Tsui's book *Classroom Interaction* (1995) and now I will analyse whether those aspects are evident in the classroom data.

#### A. Teacher questions

Questions are a very important aspect in classroom interaction. Chaudron (1988) in his studies about teachers' questioning behaviour shows that 20-40 per cent of classroom talk consists of questions. Tsui (1985) reported the findings of a study of English lessons in Hongkong schools showing that teacher asking questions, nominating a student to answer the question, student answering question and teacher giving feedback constitute nearly 70 per cent of classroom activity. Regarding types of questions asked in this classroom data, it looks like that most of the questions asked are closed and display question type (see **1a** and **1d** for example). There is also a few open and referential types of question such as shown in extract **1b** and **1i**.

The following extract is taken from a year 4 EFL classroom in an Indonesian primary school. This is the first year of learning English because English is first introduced in year four in this school.

**1a**

*T: What is this?*

*C: It is a ear*

*T: It is an ear.*

*C: It is an ear*

*T: What is this?*

*C: It is a nose*

*T: What is this?*

*C: It is a chin*

*T: What is this?*

*C: It is a mouth*

The teacher is testing the ability of her students in mastering the last lesson about parts of the body. She addresses the questions to the whole class, the students answer, then the teacher gives them feedback, in this case, correcting the article 'a' to 'an'. The questions asked by the teacher can be categorised as closed questions, because the answer is exact. *Ear, nose, chin, mouth* are the expected answers the students will give.

Below is another example of teacher question addressed to students. The extract is taken from year six EFL in a Thai primary school. The students have been learning English since year one.

**1b**

*T: "Can you make a sound of frog?"*

T: *"Make a sound of frog"*  
T: *"Ooogh ... oooogh ..."*  
S: *"Ooogh ...oooogh ... (students laugh)"*  
T: *"Make me a sentence ..."*  
S: *"I don't like snake"*  
T: *"Why?" (said something in Thai) "It is ... ugly"*  
T: *"Spider" repeat after me "spider"*  
C: *"Spider" ... "spider"*  
T: *"Make a sentence with spider"*  
C: *"I don't like spider"*

In this example, the first question followed by a request asked by the teacher is a closed question because the students are expected to have the same answer based on their existing knowledge about the sound of frog. And, yes, they produce similar responses when led by the teacher. The next question, which has been re-formulated to sound like a request can be considered as a referential question, not just because it has a range of acceptable answers but also because the teacher does not have the answer yet. The later questions are of the same type. What is missing in text **1b** is the teacher's verbal feedback to students' responses. The questions produced are not only to check their comprehension about the text but also to develop their ability to use and relate the new knowledge with their existing knowledge. Because questions are an important part of classroom interaction, they should be prepared, formulated and modified well in order to maintain the interaction in the classroom. The studies of teachers' questioning behaviour done by Chaudron (1988) show that questions consist of 20-40 percent of classroom talk. However, it



sometimes happens in classrooms that the teacher seems to ignore the question she/he asks, especially if there is no response from the students.

Let us see another extract below:

**1c**

(This class is talking about the things in the bag. The teacher then shows the bag and asks this question)

*T: This is big or small?*

*C: (silent)*

*T: Today I have memory games for you, memory games for you.*

This example shows that the teacher, instead of making her question clearer by adding more explanation, for instance, automatically changes the topic. This will cause confusion to the students. In responding to students' silence, the teacher should take action, not suddenly move to a new topic. It is true that this situation usually happens if the teacher wants to keep on the plan, he does not want to be behind the schedule. However a teacher should always try to take control on him/herself in order to provide positive stimulus and respond because if a teacher tends to always cut off, it is potentially to create confusion in students. It may gradually cause students having negative impression then develop negative attitudes towards the subject.

Thus, it is better for teachers to always follow up the questions they make and try not to leave them when move to the next one so the students will get clear and better comprehension of what is being talked about. Some of

the classroom data show that teachers tend to change the topic and ignore the question if it has not been answered for a while. The students may not know the answer or they may not understand the question. Therefore, teachers should be able to respond to such situation, probably, it may be helpful if teachers paraphrase the question.

### **B. Teacher feedback and error treatment**

In the classroom extract 1a, in line 3 the feedback as well as error treatment done by the teacher is clearly seen although it is just a simple example. Below is an extract taken from a Thai year six EFL classroom.

#### **1d**

*T: What's this?*

*C: bag*

*T: a bag. You say bag.*

*T: What's this?*

*C: box.*

*T: a box*

*C: a box.*

*T; This?*

*C: doll*

*T: a doll*

*C: a doll*

*T: a doll*

*C: a doll*

*T: This?*

*C: gun*

*T: a gun*

*C: a gun*

*T: a gun*

*C: a gun*

In the above data, the teacher is checking the students' vocabulary based on a text they are learning. She also corrects the wrong pronunciation of those words. In this case, the teacher does the error treatment immediately, as it is possible in this situation. Other errors can not be treated immediately because the explanation will consume much time. That is why error treatment is delayed in certain cases. However, the teacher sometimes forgets to give error treatment if the delay is too long.

The following is another example of immediate error treatment taken from a Thai year 1 EFL classroom.

**1e**

T: *big*  
C: *big*.  
T: *big*  
C: *big*  
T: *bag*  
C: *bag*  
T: *bag*  
C: *bag*  
T: *big bag*  
C: *big bag*  
T: *big book*  
C: *big book*  
T: *big box*  
C: *big box*  
T: *big box*  
C: *big box*  
T: *big bag*  
C: *big bag*  
T: *It's a big bag*  
C: *It's a big bag*  
T: *It's a big box*  
C: *It's a big box*  
T: *It's a big book*

C: *It's a big book.*

This extract shows the teacher doing an error treatment regarding pronunciation. She does the treatment repetitively because she is not satisfied at the sounds her students produce if she just does it once or twice. Feedback and error treatment are important elements in classroom interaction because they help not only students but also teachers towards better understanding of the lessons.

### C. Teacher explanation

Explanation is commonly used in vocabulary when a teacher explains certain words which are new to students. It is also useful when teaching grammar, especially in explaining the rules. The following data illustrate teacher explanation:

1f

T: *Jadi, kalau 'on' itu apa artinya? Di, di opo?*

[T: So, what is the meaning of 'on'?)

C: *(indistinct)*

T: *di atas. Jadi kalau 'on' itu di atas. Kalau 'in', in the bedroom, di dalam. In [the] living room, in the kitchen, di dalam ya. Jadi kalau in itu di dalam, kalau on itu di, apa tadi?*

[T: on top. So, 'on' means 'di atas' (Ind.). In, in the bedroom, means 'di dalam' (Ind.). In the living room, in the kitchen, 'di dalam' (Ind.), ya. So, if 'in' is 'di dalam', what is 'on'?)

C: *di atas*

[C: on top]

T: *di atas, kalau in di dalam.*

[T: on top, and in is in side (di dalam, Ind.)]

In the above data, the teacher is explaining the meanings and the different usages of the prepositions 'in' and 'on'. Explanation is in the hand of the teacher and it is very important. However, Tsui (1995:16) states that "inappropriate explanation or over-explanation hinder rather than help students to comprehend." Therefore, teachers should also be aware of making inappropriate explanation in order to avoid hindrance for students.

#### **D. Modified input and interaction**

The speech produced by the teacher in the classroom is different from the speech produced outside the classroom. The speech teacher produced in the classroom tends to be modified with a purpose to make their speech more comprehensible to the student. Tsui (1995:17) points out in her book *Classroom Interaction* "... teachers tend to modify their speech by speaking more slowly, using exaggerated intonation, giving prominence to the key words, using simpler syntax and a more basic vocabulary". However, Tsui then goes on, "more recent studies have pointed out that simply modifying the input is no guarantee that the input has been made comprehensible to students. The following example is taken from year  $\frac{3}{4}$  primary school learning Indonesian.

1g

(In this extract, the teacher is counting the number of students in year 3 and those in year 4. L=Lina, from the Language and Multiculturalism Resource Centre and N=Nihta, myself; we were in the class)

T: *year threes, put your hand up. year three children, hand up. year three.*

L: *wow! tinggi sekali! tinggi, ya.*

[L: wow! Very high! high, isn't it?]

T: *you're tinggi, you are tall*

[T: you're tall, you are tall.]

L: *siapa di kelas empat?*

[L: who is in year four?]

N: *angkat tangan*

[N: raise your hands.]

L: *kelas empat. ya! bagus. Tinggi.*

[L: year four, yes! Good. High.]

T: *did you understand me? some did. you know that you're kelas empat (year four). you're year four. and we'll have year threes first then we'll have year fours. not too bad, are they? and any more?*

T: *anak-anak ... kelas tiga. hands up year three, then we'll count.*

[T: children ... year three, hands up, year three, then we'll count.]

T: *... you speak Indonesian, can't you?*

C: *satu dua tiga empat lima enam tujuh delapan sembilan sepuluh sebelas <anak & guru> duabelas tigabelas.*

[C: one two three four five six seven eight nine ten eleven (children and teacher) twelve thirteen.]

T: *terima kasih ...*

[T: thank you]

The underlined sentence is showing the modified input the teacher produced. In this situation, the teacher suspects that not all the students understand what she said so she decides to repeat what she said in different ways, modifying it to make simple and easy for the students to understand.

## 1h

T: *Okay, ada dua kerjas hari ini [two jobs today]. We have two jobs to do. Tugas nomor satu [Job number one], here is your term summary of the things you've covered this term. What's the topic been, Ralph?*

L15: *Happy birthdays.*

T: *How do you say 'happy birthday'?*

L15: *Selamat ulang tahun [happy birthday]*

T: *So, that's our topic. Have a look, you're going to read through our summary. Kamu akan membaca [you will read], then you're going to put your name, and then we'll collect them all up again, so that I can make a 'commenter'[comment], comment on how you've been working this term. Ssst ...*

Above is another example taken from the same class as the previous excerpt. Here, the teacher translates the target language she used into learners' native language in order to make her explanation about what the students will be doing understandable. For me, using both languages in the form of translation is another way of modifying the teacher input. It is aiming to produce more comprehensible talk.

### **E. Turn-allocation and turn-taking behaviour**

As I have discussed in the preceding part of this chapter, interaction in the classroom can be teacher-student, student-teacher and student-student interaction. Classroom interaction means two parties participate in this activity. However, it is a fact that the teacher is more dominant than the students and students' involvement depends on the teacher. Tsui (1995:73) states that "since the classroom is a place where the teacher is the figure of authority who decides who has the right to speak and when, student's turn-taking behaviour is often affected by the teacher's turn-allocation behaviour". There are two kinds of turn-taking behaviours as defined by Tsui (1995), 'solicited turns' is when a teacher seeks an answer and

nominates a student to answer and 'unsolicited turns' is when a student voluntarily contribute without being appointed. The following excerpt shows that the teacher's turn-allocation behaviour affects student's turn-taking behaviour.

1i

T: *Kym, apakabar, hari ini apakabar (sambil menunjukkan gambar beberapa ekspresi wajah dan namanya seperti, gembira, sedih, panas, dst.)*

[T: Kym, how are you today] (showing some pictures of several facial expressions such as happy, sad, hot, and so forth)

L1: *Saya panas.*

[L1: I am hot.]

T: *Chris, apakabar?*

[T: Chris, how are you?]

L2: *Um ... saya merosok [merasa] panas dan sedih.*

[L2: Um ... I feel hot and sad.]

T: *Panas dan sedih. Mengapa?*

[T: Hot and sad. Why?]

L2: *Uhm, I had fight with Christine when playing with my skateboard*

T: *Aah, sayang ... tidak bagus ... terima kasih, Chris ... Kym (shout to Kym who's talking)*

[T: Aah, it's a pity ... it's not good ... thank you, Chris ... Kym] (shout to Kym who's talking)

T: *Allan, apa kabar?*

[T: Allan, how are you?]

L3: *Saya merasa panas.*

[L3: I feel hot.]

T: *Panas. Besok lebih panas, saya mendengar. Yeah, tomorrow even hotter. Shaileigh, apa kabar?*

[T: Hot. Tomorrow is even hotter, I heard. Shaleigh, how are you?]

L4: *Saya ... sedih*

[L4: I am ... sad.]

T: *Sedih?*

[T: Sad?]

L4: *Senang.*

[L4: Happy.]

T: *Senang, Ooh ..., terimakasih, senaaang. Jay, apakabar?*

[T: Happy. Ooh ..., thank you, happy. Jay, how are you?]

L5: *Saya merasa sedih.*

[L5: I feel sad.]

T: *Ha? Sedih, mengapa?*

[T: Ha? Sad, why?]

L5: *'Coz we've lost in basketball*



*T: Ooh ... Christine, apakabar?*

*[T: Ooh ... Christine, how are you?]*

*L6: Saya ... saya merasa sedih*

*[L6: I ... I feel sad.]*

*T: Sedih juga. Mengapa? Why?*

*[T: Sad, too. Why?]*

*L6: Because I've got in a fight with Chris.*

This is an example of the teacher deciding whose turn to speak during that period of learning. This turn-taking behaviour is classified as the solicited turns because teacher nominates who to answer.

## **F. Student Talk**

So far I have been discussing how important students' involvement is in classroom learning. This involvement is very much related to students' participation and student talk. This aspect becomes more important in the case of learning a foreign language. Swain (1985) points out that the production of comprehensible output is also essential to the acquisition of the target language. However, there are many factors which influence students' production in foreign language learning classroom such as being shy, afraid of making mistakes, nervous, as well as cultural background influences and so forth. Tsui (1995) explains that classroom anxiety is a phenomenon found in all classrooms, however, unique factors are related to second or even foreign language learning. Thus, mastering the target language and performing it at the same time is not an easy process and

that is why, the foreign language classroom can engender specific stated of anxiety.

Talking in the target language is the best way for learners to master the TL, it could happen if the learners are given opportunities to do so. Long and Porter cited in Mician (1997:90) suggest learners to work in groups on task which require them to use the TL. In these classroom data, there is no student talk as described above. The talk produced by students occurs mostly because of teachers' initiation as shown in several previous excerpts. In some observed classes students are sitting in groups however the task is not group task but individual task. Therefore, learners are not stimulated to talk the TL since the task did not require it.

Regarding student participation, Allwright and Bailey (1991) warned that students should not be forced to participate before they are ready to do so. Teachers who are not aware of this will be pushing students to be active and this may end up with students having negative attitudes. Such a situation is, in fact, not good because it may not promote the condition where the students will be able in talking the TL. Therefore, the teacher should be able to sense the style of individual students and encourage them to talk when they are ready to perform the TL utterances. Cultural and social background is another aspect that affects student's hesitation to

participate. If the students are grown up in the condition that they are taught not to talk much but to be a good listeners, such habits will affect them to perform student talk. However this kind of students should be given more encouragement so they may not feel shy to speak. The teachers' role is important in this matter.

#### **5.3.1.2. Classroom Data in Contexts**

In this section, I will describe the practice of teaching English as a foreign language in Thai and Indonesian primary school classrooms by presenting several extracts of classroom activities transcribed from audio-tape and notes from classroom observation (when audio-tape recording was not available). This aims to give a clear description of how English is taught and learned in Thai and Indonesian classrooms. Language policy will also be taken into account and any problems regarding policy and practice will be raised. I will then look at classroom interaction of Indonesian classes in South Australian school. It should be noted that I was not able to observe every year level in all primary schools visited. The Thai context will be discussed first, followed by the Indonesian context, and at the end the Australian context will be presented.

### A. Thai Context

In teaching English, teachers in Thailand use both languages, Thai and English. Most instructions are in English, and the children seem to understand as long as it is a routine instruction. To check whether the children understand or not, especially if a new topic is introduced, the teacher uses the mother tongue.

The choice of language used in the classroom very much depends on the teacher's capability in using the target language, in this case English. In some classes, I found that English is heard just for greetings and other than that, Thai is used most of the time. As regards the learners, as far as the classrooms I observed are concerned, the language used among them is mostly the mother tongue. The target language is used when they are addressed by the teacher individually. Repetition happens most of the time especially in classical responses where the students respond in unison. Repetition is important in second or foreign language learning, especially in pronunciation. Following is an extract of classroom interaction which shows repetition:

T: (showing a chart with the word : FROG written on it both in English and in Thai)

*"Frog, repeat after me!"*

C: "Frog" (in unison).

T: (ask the students to make the sound of a frog)

C: (laughing.....)

T: (give example of how frog sounds)  
 C: (practising the sound of frog)  
 T: "Make me a sentence about [a] frog" (mentioning this 5 x), "put your hand [up]"  
 S: "I don't like frog[s]"  
 T: "I don't like frog[s]", repeat after me (asking the class)  
 C: "I don't like frog[s]"  
 T: "Can you make a sound of frog?" [Can you make a frog sound]  
 T: "Make a sound of frog"  
 T: "Ooogh ... oooogh ..."  
 S: "Ooogh ....oooogh ... (students laugh)  
 T: "Make me a sentence ..."  
 S: "I don't like snake[s]"  
 T: "Why?" (says something in Thai) "It is ... ugly"  
 T: "Spider" repeat after me "spider"  
 C: "Spider" ... "spider"  
 T: "Make a sentence with spider"  
 C: "I don't like spider"  
 T: "Squeezing"  
 S: "I am squeezing an orange [juice]"  
 T: "swallowing"  
 C: "swallowing"  
 T: (teacher explained in Thai what swallowing means)  
 T: "I am eating [a] banana". "how many banana[s]?"  
 T: "Repeat after me : frog"  
 C: "frog"  
 T: "snake"  
 C: "snake"  
 T: "spider"  
 C: "spider"  
 T: "poison"  
 C: "poison"  
 T: "squeezing"  
 C: "squeezing"  
 T: "eating"  
 C: "eating"

The above extract is taken from the year 6 classroom. It shows a typical classroom interaction where repetition happens most of the time during the lesson presentation. Sometimes the teacher asks a student to make a sentence or answer a question but it may not be a meaningful action since the actual sentence has been provided and the students just need to

change part of the sentence. Although the answer the students give is correct, it does not always mean that they understand. In fact, they may just be imitating without understanding. It is shown in the following extract:

T: *This is a pencil. This is a pencil.* (showing a pencil)

C: *This is a pencil.*

T: *What is this?*

C: *Pencil.*

T: *What's this?*

C: *Pencil.*

T: */sel/, /sel/ mai chai*[no, it's not like that] */se/, /sel/*

C: *Pencil.*

T: *This is a pen. This is a pen. Repeat after me : pen.*

C: *pen.*

T: *pencil*

C: *pencil.*

T: *This is a pen.*

C: *This is a pen.*

T: *This a pencil.*

C: *This a pencil.*

T: *Again*

C: *This is a pencil.*

T: (showing a pen)

C: *This is a pen.*

T: *Again.*

C: *This is a pen.*

T: *Listen ... listen ... 'This is a rubber', rubber, rubber.*

C: *rubber, rubber,*

T: *This is a rubber.*

C: *This is a rubber.*

T: *What's this?*

C: *This is a rubber.*

T: *What's this?*

C: *Rubber*

T: *What's this?*

C: *Rubber.*

T: *This is a ruler, ruler, ruler.*

C: *Ruler, ruler, ruler.*

T: *This is a ruler.*

C: *This is a ruler.*

T: *This is a ruler.*

C: *This is a ruler.*

T: *What's this?*

C: *This is a rubber.*

T: *What's this?*

C: *Ruler.*

T: *What's this?*

C: *Rubber.*

....

The interaction between teacher and learners in the class is formal and teacher-centred, the teacher being the one who dominates the process of teaching and learning rather than the learners. In this situation, it is difficult to have a natural understanding of a language in the classroom since the atmosphere of the class does not promote the naturalistic climate of learning process. The question 'what is this?' addressed to students when showing them pen or pencil, as I stated before, does not make them understand the language. It is probably more meaningful for teacher asking her students to mention things in their school bag or in their pencil box, for example rather than asking 'what is this' when holding a pen, especially if the goal of the lesson of the day is to introduce to them items used for school.

Referring to the goals of policy, the learning activities in classrooms in terms of creating positive attitude of students towards English and being able to respond in a simple English have been developing well however in order to achieve the goals maximally the activities need to be more improved.

**B. Indonesian Context**

The situation in primary school classrooms in Indonesia where English is taught is more or less the same as in Thailand, especially in terms of the seating arrangements, the formality between teacher and learners, and the classroom setting. The role of the teacher is seen as dominant. Although a few years ago, the so-called *Cara Belajar Siswa Aktif* -CBSA (students' active learning style) was introduced, the situation remains more or less the same because it was just a name, the practice is still the same where teachers are the ones who hold the power in class. The teaching and learning activity is still understood as an action of a mother feeding her children, the teacher is the one who holds the power as far as the classroom is concerned, and the learners just take this for granted.

For most Indonesian learners, English is considered as their third or even fourth language. Indonesian is mostly known not as the mother tongue but at least as a second language. This is because the mother tongue is usually a dialect or a vernacular (local) language, especially for those who live in the country. That is the reason why the lesson is carried out using both Indonesian and English. In some parts of Indonesia, we can even find the English lesson being presented using another language as well as



Indonesian and English, for example when the local language is the language most people speak in that society rather than Indonesian. Dialect is commonly used combined with Indonesian, apart from book-based English as shown in the following extract of my classroom data. I understand it is similar in other schools as well.

C: *They are colful [colourful]*

T: *They are colourful. Ayo bersama-sama (Let's try together), **kok banyak yang diam gini, gimana** (why many of you just keep silent)? H. How are the kites?*

C: *They are colourful.*

The words in bold form are not standard Indonesian but are used together with Indonesian, since the teacher is trying to encourage all students to speak and respond to her.

Like in Thai classrooms, many repetitions occur in Indonesian primary school classrooms. The activity is very much based on the books; the teacher reads, students repeat, just following what is written in the book. From the recordings I have, each class has lots of repetitions. The following extract shows this:

T: *Now, number 8. Study the sentences. Now, listen and repeat.*

T: *Don't worry.*

C: *Don't worry.*

T: *Don't play in the street.*

C: *Don't play in the street.*

T: *Don't go.*

C: *Don't go.*

T: *Don't write*

C: *Don't write*

T: *Don't close your book*

C: *Don't close your book.*

*T: Bring your kite.*  
*C: Bring your kite.*  
*T: Open your book.*  
*C: Open your book.*  
*T: Sit down.*  
*C: Sit down*  
*T: Come with me.*  
*C: Come with me.*  
*T: Hold on the kites.*  
*C: Hold on the kites.*

Such lesson styles do not provide much activity for children in learning English, yet learning English at an early age should be made interesting in order to attract attention and develop a positive attitude towards the lesson. Children just imitate exactly what the teacher says. If children may learn something it is probably the pronunciation and the familiarity towards English words. Activities such as repetition and drilling are appropriate for pronunciation and therefore should be improved. However, at the same time teachers should also be well trained in using the target language because the students will automatically listen and follow the teachers. Otherwise the goals of policy would not be met.

Overall, the activities in classroom learning do not support the general goals to be achieved due to several factors. Teachers' proficiency in English is still in need to be improved. Although, English is still not a compulsory subject it does not mean that it is not important. In fact, TEFL program in primary schools has not been given optimal attention for it to

develop well. However, referring to the actual goals for TEFL in primary school stated in chapter 4, if this program is managed properly and seriously, the goals may be attained.

### **C. Australian Context**

The following discussion is based on my only observation in one primary school located about 30 kilometres to the south of Adelaide. In this school, Indonesian is the only LOTE for children to learn and is taught at every level, beginning from kindergarten, reception and year one until year seven. The teacher is an Australian, a middle-aged woman who enjoys very much teaching Indonesian to the children.

Since Australia is a multicultural country, the children have various backgrounds. Therefore, their first language varies according to the parents' background. However, English is the language used for communication throughout Australia, so I assume that English is the language children experience most. In this school, Indonesian is considered as the target language to learn.

In the classes I observed, both teacher and students try to speak the target language to each other. The teacher, in particular, tries as much as possible

to use the language she is teaching, although it sounds a bit strange to a native speaker of the target language. However, it is not easy to maintain this all the time because of the students' lack of vocabulary of the target language. Therefore, in practice two languages, the first language which is English and the target language, Indonesian, are used. As seen in extract 1i the teacher is trying to make the pupils speak the language they are learning.

Addressing the pupils individually encourages them to try hard speaking Indonesian, no matter if it is correct or not. The interaction and relations between teacher and learners are very relaxed but attention to the lesson is maintained. Early in the lesson for about 20 minutes, children sit on the floor while the lesson is presented. After that, when doing the exercises, they are arranged to sit in groups. The seating arrangement makes it easier for the teacher to monitor the students.

On the other hand, however, the teacher sometimes replies in English to students' responses in Indonesian. This is understandable, as spontaneity especially regarding language tends to make us use the mother tongue, as shown in the following:

*T: Panas (hot). Besok lebih panas (tomorrow is even hotter), saya mendengar (I heard) Yeah, tomorrow even hotter.*

*T: Shylie, apa kabar? (Shylie, how are you?)*

*Shylie: Saya merasa sedih. (I feel sad)*

T: *Sedih* (sad)? *Ah, how come?*

The teacher could have responded by saying 'kenapa' or 'mengapa' instead of saying 'how come' since these two words are familiar to them, but the spontaneity of the teacher's answer preluded this.

Using both languages, alternately is good but I would suggest it is better to use the target language first and then translate it into English. This is to let the students become more familiar with the language they are learning.

The following extract shows how the languages are used alternately :

T: *Sedih juga. Mengapa? Why?*

Christine: *Because I got in a fight with Chris.*

...

T *Mau minum?* (to Christine) *Would you like to go and have a drink?*

...

T: *lebih keras, a little bit louder, Steph*

T: *what do you guys think? ... sibuk sekali, we've been very busy, haven't we?*

The above shows the using of Indonesian first followed by the English translation whereas the following extract shows the reverse:

*Ssst ...quick! Cepat!*

Looking at the activities developed in classrooms, it is possible for the goals of policy to be achieved if such activities are maintained and improved overtime, it is even better if teachers of the target language have good proficiency. Regarding Indonesian programme, it has been increasing over time in South Australia.

As Australia has experienced LOTE programmes for more than a decade, and a number of research projects in this area have been conducted, this means that the number of LOTE programmes are increasing in every State and that the quality of the programmes is continually improved.

## **5.4. COMMENTS ON CLASSROOM INTERACTION**

Classroom data described in the previous sections have shown some interesting points. In terms of classroom interaction, the data show that most aspects of the interaction such as teacher question, teacher feedback and error treatment occur in the classrooms. Repetition is the most dominant class activity in Indonesian and Thai classrooms. However certain classes in the data show the opportunity for upper level students also to perform the TL communicatively.

The data from each country show that the opportunities for language learning vary. Relating to language teaching objectives/goals (see Table 4.3), Thai classroom data show the opportunities to learn more in vocabulary and pronunciation and grammar but less in communication. In

fact, communication, pronunciation and grammar are the learning objectives. In lower level PS, students are given the chance to be familiar with simple English words and pronunciation through songs and games. In Indonesian classroom data, repetition and textbook-based exercises dominate the class activities besides songs and games. This results in less opportunity for student talk other than repeating words. Australian classroom data show that students are given more opportunity to speak the TL. This is in accordance with the main objective of learning LOTE which is to be able to communicate. Students are encouraged to work in groups so they can practice the TL they are learning.

Indonesian and Thai language classroom may follow what is being done in Australian LOTE classroom in terms of performing class activities which give more opportunity for students to practice the language they are learning. Textbook-based exercises are not bad but they are very limited and sometimes non situational. It is suggested that teachers create other activities and use the exercises in textbooks as supplementary activity. Group tasks are another way of increasing the opportunities for students to speak TL. The FL programme will be running well and produce satisfactory results if support is given from anywhere, such as the government, the educational agency, the school community including principal, teachers, students and the society.

## 5.5. SUMMARY

In the sample of classroom data I obtained from Indonesian primary schools, it is shown clearly that the teacher almost never addresses the questions individually. Every question is asked to the class and answered by the whole group in unison. In this situation it is hard to tell whether all students understand the lesson, and those whose are considered have difficulties in learning may well be left behind.

Another point is that the teacher rarely gives feedback, especially in the form of appraisal to encourage students' motivation. I assume that this is because of the belief of most teachers in Indonesia that appraising students directly will make them big-headed and disrespectful towards the teacher. Further the teacher just follows exactly what is written in the textbook. This causes the classroom interaction to become flat and monotonous, a situation which does not promote learning.

In the samples of classroom data from Thai primary schools, it is shown that questions are addressed either individually or to the whole class. Appraisal is not often found in classroom interaction.



In the classroom data I have from the Australian primary school, questions are mostly addressed individually. This actually helps the teacher to measure how well the students understand the lesson and whether the teacher has been doing the job well. Individual questioning takes time and only a little task can be achieved but the results are worthwhile. Regarding appraisal, it is more often found in the Australian primary school classrooms than those in Indonesia or Thailand. ✓

The summary of the discussion about organisational matters and teaching approaches in foreign language programmes, can be looked at table 5.1. It describes the differences and similarities between Indonesia, Thailand, and Australia. The next chapter will then explain the implications of this study for the support and improvement of foreign language learning in primary education.

# **C h a p t e r 6**

## **IMPLICATIONS OF THE STUDY**

### **6.1. INTRODUCTION**

In the previous chapters, I have described foreign language policy and its implementation in primary classroom practice. To complete the discussion, I would like to put forward the implications of this study. These implications mostly refer to the Indonesian education system, as this is the main reason for this study. Thailand and Australia are also

discussed. I have classified the implications under higher education, the primary education classroom, teachers reform, and curriculum reforms. ✓

## 6.2. IMPLICATIONS FOR HIGHER EDUCATION

The practice of TEFL in primary school impinges on higher education. An effective foreign language plan requires continuity from school to higher education. This provides opportunity for a longer learning period and potentially better outcomes in terms of levels of proficiency.

From the point of view of the Indonesian education system, it is interesting to discuss the issue more deeply since following the policy of deregulation in education by the Indonesian Government in February 1998, there has been a debate among the experts about using English as a medium of instruction at university level. This is a consequence of giving permission for foreign universities to be established in Indonesia. It should be noted that in the policy of deregulation in education issued in February 27 1998, the government permits foreign institutions to establish new universities in Indonesia, which automatically will use English as their language of instruction. Constitution number 2 year 1989 section 41 about

National Education System states that “bahasa pengantar dalam pendidikan adalah bahasa Indonesia” [the language of instruction in education is Indonesian]. Section 42 states that “bahasa asing dapat digunakan sebagai bahasa pengantar sejauh diperlukan dalam penyampaian pengetahuan dan/atau ketrampilan tertentu” [“foreign languages can be used as language of instruction as far as needed to transfer a knowledge and/or special skills”]. This is interesting because within three months after the policy of deregulation in education was introduced, the government withdrew it, then launched the revised version of it. In the revised policy, the government limits the use of English as a medium of instruction up to 50 % to local universities while for foreign universities, English can be the only medium of instruction but Indonesian as a subject must be offered with a minimum value of 4 credit out of the standard 20 credit that students take in a semester.

There have been arguments for and against using English as a medium of instruction in Indonesia (Kompas March 1998, Suara Pembaruan April 1998). It could be argued that using English as a language to transfer knowledge (‘content teaching’) in schools is an enormous and potentially disruptive change in the Indonesian educational system as a whole.

However Zainal Arifin Achmady (Dirjen Dikdasmen Depdikbud di Jakarta - Directorate General of Basic and Secondary Education, Department of Education and Culture in Jakarta) states that Indonesia is actually a late starter in this matter when compared to neighbouring countries like Malaysia, Singapore, Thailand and the Philippines, which already use English as a medium of instruction (Kompas 26/2/98). In fact, unlike Malaysia and Singapore, which categorise English as a second language, or Thailand, which implemented TEFL in primary schools nationally more than two decades ago, the status of English in Indonesia is that of a foreign language which is compulsory only from Sekolah Menengah Pertama (SMP - Junior High School)\*.

However, it is true to say that teaching English from an early age is very valuable if English is to be a medium of instruction in higher education. In fact, it was considered a 'green light' for this use of English when the Presidential Decree in 1990 gave permission to teach English earlier than secondary school. This was followed by the 1994 curriculum (*see* Appendix C) which strengthened the status of English in primary school.

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\*Some part of this paragraph has been published in Nuansa Indonesia Magazine (1998) as part of an article.

However, most students in tertiary education only had two hours each week learning English in high school. At present, based on the 1994 Curriculum, the period of learning English in high school has increased to four hours per week. Exceptions are students who can afford extra English courses outside of school. Considering these facts, it would appear that English instruction at primary and high school level is not an adequate basis for students to be able to cope with lectures in English at university level. This comes as no surprise as English is taught as an elective subject from year 4 primary school plus two periods per week for English in High School only (National Curriculum for English 1994).

This study suggests the value of a language policy which supports government plans to prepare university students for future English-based lectures. Learning English from an early level is recommended although one could also argue that it would be better to invest in intensive adult academic English as preparation for university English courses rather than in primary school programmes. In fact, preparing for university English-based lectures is only one possible reason for TEFL implementation in primary schools. David Crystal (1997) remarked that learning English as foreign language is no longer a luxury but a necessity if a country is to participate in world affairs. However, attention and support for national language and local languages needs to be improved

in order to maintain and perpetuate national identity. Considering the current situation and conditions in the Indonesian education system, I should say that we are not ready yet for using English as a medium of instruction. It would only be a waste of energy and funds since students and lecturers in higher education at present do not have adequate English-language skills. The standard and extent of English language skills i.e. reading, writing, listening and speaking from primary school onwards needs to be improved. In fact, the Indonesian political, educational, economic and cultural 'climate' right now is not conducive to implement such policy. To achieve optimum results, a reformation in education should be implemented, which gives more autonomy to society and school through community-based education and school-based education. This will give more opportunity to at least schools in the same province to develop the syllabus based on the condition as well as needs of the local area. This issue has been addressed recently by Indonesian Minister of Culture and Education in Jakarta (Kompas 2/5/99). This would replace the central government's control of education. ✓

Although improving the practice of TEFL at primary level is difficult, it is recommended to provide continuity of learning from primary to tertiary education. Continuity is important since it gives more opportunity to

learn the language and achieve higher levels of proficiency (Carroll 1975, Genesee 1978, and Clyne 1986).

To implement TEFL at all levels of education requires sufficient qualified teachers. How to produce quality teachers will be discussed in section 6.4. below.

### **6.3. IMPLICATIONS FOR THE PRIMARY EDUCATION CLASSROOM**

It is clear from this study that primary education, especially in terms of teaching foreign language(s) needs more support. There are very few TEFL programmes in Indonesian primary schools. The required improvement is not merely for the sake of TEFL in primary school but for the education system as a whole.

Primary education is the basic level of education for the introduction of foreign language(s). As a starting point for teaching foreign language, it is necessary to have practical goals to promote good teaching approaches. Methods and techniques need to be relevant and appropriate for children.



Young children are motivated to learn by playing games and singing songs (Baldauf and Rainbow 1992, Halliwell 1992). In the classroom extract shown in Appendix I, the class is monotonous and the activities were only based on the exercises in the textbook so students were passive (Clyne et al 1995). The data do not show the activities of reading and writing. Methods and techniques that activate students' language use are important. Attracting children's attention and developing a fondness for learning languages is one of the goals of policy (*see* Appendix C). The improvement of teaching approaches in primary schools' foreign language teaching will also support TEFL in higher education. ✓

Comparison of classroom teaching in different countries can inform the development of effective teaching approaches, as my classroom data show. Thailand and Indonesia share similar classroom situations (Appendix I and J). The classrooms I observed, are generally formal and tend to be teacher-centred. The seating arrangement where the chairs and tables are in rows supports the impression of formality (*see* Appendix N, Picture A, B, C and D). There is a shortage of teaching and learning resources due to financial limitations. On the other hand, Australian classrooms are less formal and more relaxed although focused on learning. ✓  
The learners rather than the teachers are the centre of the classroom. ✓

Children can sit on the floor and the chairs and tables are arranged in groups of 4-6 students (Appendix N, Picture E and F). More importantly, some schools have their own foreign language classroom complete with the resources and teaching aids.

These differences should be taken into consideration in the implementation of TEFL in primary schools in Indonesia and Thailand. A more relaxed atmosphere in classrooms as well as smaller class size could contribute to learners' feeling of confidence in class participation. Indonesian and Thai primary classrooms could be improved along those lines. Indonesian's CBSA is actually ideal if it is implemented properly because it supports learners' active role in class. Activating learners' role in a language learning class provides more opportunity for learners to practice using the TL (Tsui 1995). Conducting more group tasks, which require learners to talk rather than individual or written tasks, is suggested (Long and Porter in Mican 1997:90). Although the learners' role is important, the teachers' role is most influential. Teachers need to be creative and responsive to students' class reactions in order to create good relations and interaction. Effective teaching will support learning processes, which realise the goals of policy.

Teaching resources also need to be taken into account in Indonesian and Thai TEFL. It is not the quantity of resources such as textbooks, but the appropriateness of these books to the TEFL programme. Most textbooks for English are just exercise-based activities. This kind of activities does not support the goals of teaching, communication skills, to be gained. It is a bit different in Australia since there is a range of teaching resources to choose from books, audiocassettes, videorecordings and recently CD-ROM. However, teachers' language and methodology skills are more than resources. The following section deals with teachers' reform from the perspective of TEFL programmes in primary education.

## 6.4. IMPLICATIONS FOR TEACHERS

### REFORM

Based on my observations and interviews with primary school teachers of English in Indonesia and Thailand and teachers of Indonesian in Adelaide, it is clear that the role of the teacher in teaching a foreign language to young learners, primary school students, is very important. No matter how advanced the methods, techniques and facilities are, the teachers' role is still crucial. At present there is a shortage of capable teachers (*see*

Appendix F and G). Despite some successes in the area of teaching and learning English, the quality of teachers still needs to be improved. ✓

There is a great need for regular in-service training to improve the quality of teaching foreign language everywhere. Thailand and Indonesia which teach English in primary school, or Australia with its LOTE programmes. The in-service training could be simply in the form of regular meetings (Duff 1988) once a month, for example, of English teachers in a local area if it is in Thailand or Indonesia, where they can share experiences and tackle problems. Or it could be in the form of workshops where there are guest speakers who can provide training in the TEFL field. Formal in-service training could also be held, perhaps, once a year depending on funding. It could be a week's training where the teachers are gathered in one place and do combined activities such as attending special lectures, micro-teaching, and so forth (Higgs 1982). This in-service training would help develop teachers' ability in teaching English, especially those who are in charge of English teaching. It could also provide the teachers with up to date information on effective English teaching. The in-service curriculum should be flexible and be able to accommodate the changes in society. This would support the education system in general and classroom practice in particular. ✓

In-service training could include different strategies. Parrot (1988:26) suggests identifying 'particular problems of diverse and even conflicting' especially for teachers of EFL whose first language is not English. Lowe (1988:50) offers a 'correspondence course' for in-service training. In-service training also help teachers to be reminded and aware of being trapped into a routinity of our teaching activities. Maingay (1988) makes a distinction between 'ritual teaching behaviour' and 'principled teaching behaviour'. He argues that because of its routine activities for teachers, teaching is seen as just a ritual not a principled teaching behaviour. To prevent teaching behaviour to become just a ritual, teachers should be open-minded in receiving feedback whether it is a critique, suggestion or appraisal in order to enhance his/her teaching practice. Feedback could also be obtained through observation. Such observation could be for training purposes, assessment purposes development purposes and for observer development purposes (Maingay 1988). These observations will benefit teachers to evaluate the teaching practice.

The quality of pre-service training also needs to be improved in order to increase the supply of qualified English teachers. The first step is to have clear objectives about the qualities of English teacher this service is expected to develop. English teachers in primary schools have different approaches from the English teachers in high schools, for instance. Of

course, there are basic or general topics that could be the same but, to make this pre-service training effective, the curriculum should be able to cater for teachers at every level of education. As far as foreign language learning is concerned, the teacher is a model in class, therefore proficiency in the TL should be given more priority besides other skills of language and teaching methodology. ✓

The curriculum in pre-service training should be realistic and responsive towards changes in the society and in language plans. In Indonesia, for example, the English Department in IKIP or FKIP used to train English teachers for high schools so the curriculum is set for these purposes. However with the changes in EFL teaching programme according to 1994 curriculum, this pre-service training curriculum should also adjust to the changes to increase the quality of teachers to able to teach the range of language learners. ✓

Current pre-service training seems less responsive to the on going change and development in schools curriculum. In English Department IKIP Manado for example, the subjects taught to the English teachers to be are mostly theory-oriented. The subjects offered are classified into MKDU - Mata Kuliah Dasar Umum (Basic General Subjects) such as Pancasila (Doctrine of the Five Principles of Indonesia), Religion, Education of

National Movement History (it applies in any tertiary institution), MKDK - Mata Kuliah Dasar Keguruan (Basic Educational Subjects) such as, Administration of Educational Supervision, Principles and Philosophy of Education, PBM - Proses Belajar Mengajar (Teaching-Learning Process Subjects) such as, Teaching Method, Social Research Methodology, Language Testing, Planing of English Teaching and Remedial Teaching, and MKBS - Mata Kuliah Bidang Studi (Field-oriented Subjects). The MKBS are then categorised into Linguistics, Literature, Vocabulary, Translation, Analysis of English Curriculum and Textbooks for high school and Language skills subjects. There should be a reformation in the curriculum. For instance, MKDU subjects are learnt in every level of education beginning from primary school to tertiary level. Based on some resources and own experiences, it should be better to cease these subjects in tertiary education and give the space to field-oriented subjects in order to prepare student teacher to be more professional. In terms of MKDK, as stated above, the subjects taught are very theoretical and sometimes not that applicable to present day situations. These examples show that the curriculum needs to be reformed to adjust to current development. To produce qualified teachers, there are four specific quality demands in Australia's national languages statement (1996a:):

- Teachers must cater for the range of language learners.

- Teachers must cater for the proper learning environment for all language learners.
- Teachers must possess proficiency in the language.
- Teachers need expertise in sociocultural knowledge, skills and attitudes.

Besides these specifications, teachers should be aware of effective teaching methodology. These specifications are useful as basic considerations for pre-service training. Language proficiency is important. Four language skills subjects offered in the curriculum are relevant to these qualifications.

A research project conducted by National Languages and Literacy Institute of Australia Language Testing and Curriculum Centre at Griffith University (1996a) defined in detail quality in beginning teachers of language by identifying the minimum skills and competencies needed for language teaching. The following is a summary (1996a:151-153):

**Area of competence 1: Using and developing professional knowledge and values:**

1. Use of the language
2. Knowledge about the language
3. Cross cultural values
4. Cultural understandings
5. Goals of language learning
6. understandings about learning
7. Understandings about second/foreign language learning
8. understandings about language teaching methodologies
9. Ethical and legal requirements

**Area of competence 2: Communicating, interacting and working with students and others:**

1. Communication with students
2. Responding to individuals



3. Managing behaviour
4. Working in teams
5. Developing professional and community contacts

**Area of competence 3: Planning and managing the teaching and learning process:**

1. Planning courses and units
2. Planning for specific groups of learners
3. Implementing language programmes
4. Responding flexibly
5. Fostering learning skills

**Area of competence 4: Monitoring and assessing student progress and learning outcomes:**

1. Understandings about assessment
2. Assessing language learning

**Area of competence 5: Reflecting, evaluating and planning for continuous improvement:**

1. Reflecting on practice
2. Developing as a professional

These ideas are a good starting point if Indonesia or Thailand would like to consider reform in their pre-service training programme.

Given current resources and teacher skills, this study suggests gradual implementation of TEFL in primary schools for Indonesia. Only primary schools that are able to provide the facilities and can afford qualified English teachers should offer English. However, efforts should be made to make TEFL in primary school a priority for implementation such as developing a system of 'model' or schools with special TEFL programmes before the policy is applied nationally.

Teachers' welfare, as mentioned in the previous chapter, is a prime concern, especially teachers in most Indonesian primary schools. Action must be taken to increase the remuneration for these teachers if quality teaching is expected. On the other hand, Australian teachers do not face this problem of welfare in the same way as teachers in developing countries. As a developed country, teachers' welfare is no longer a problem which affects their ability to do the job well. However, the quality of their teaching and their capability as professionals still requires development.

Having discussed the implications for teachers reform, the next section will discuss the implications for curriculum improvement.

## **6.5. IMPLICATIONS FOR CURRICULUM IMPROVEMENT**

Curriculum is an important part of language teaching. It is defined by van Lier (1996:3) as "a systematic collection of accumulated knowledge and experience, from a multitude of sources, that guides curriculum practices." He, further defines curriculum in a holistic and process sense: "it is holistic in the sense that every part and every action must be motivated by and

understood in relation to all other parts and actions, in an integrative way; it is process-oriented in the sense that pedagogical interaction is motivated by our understanding of learning rather than by a list of desired competencies, test scores, or other products" (1996:3). Therefore, a curriculum should be well-arranged and aim to establish effective classrooms.

There are two alternatives considering the current curriculum for EFL in Indonesian primary schools (*see* Appendix C). If we look at the goals of teaching, one of them is to be able to communicate in simple English. However, in the explanation of the goals for the teaching programme (*see* Appendix D), less activity in communication is minimized. The programme which applies to year 4 to 6, comprises three main components namely vocabulary, dialogue, and pragmatics. The first alternative, is teachers should be able to translate this teaching guide into activities which will attract students to get involved so the goals of learning can be achieved. Therefore, if this curriculum is going to be maintained, it would be better if the teaching guide is revised and it includes activities which promote communicative skills and group tasks which can encourage students to use the TL. The other alternative is to simplify the curriculum to suit the current teaching and learning process, for example to change the goals and the programme, instead of aiming to

develop communication skills, memorising vocabulary for certain numbers of words would be more realistic. However such goals is challenged by the general goal of learning language for communication.

The 1975 curriculum of English teaching in Indonesian high schools states that the main goal is to prepare students when they are in tertiary education to be able to read textbooks which are mostly written in English. This would seem to be a barrier in implementing the idea of using English as a medium of instruction at tertiary level as the consequence of global development. The practice of teaching and learning English based on this high school policy will not assist the development of communicative skills necessary where English is the medium of instruction. Looking at this situation, it is advisable to reform and restructure every level of education so that each level will support each other as well as to support the purpose why English is taught in school. We need to expand the reading-based goals to communicative skills goals. If the main goal is for communication and using English as the medium of instruction for certain subjects at tertiary education, the goals of TEFL from PS to high school should support this main goal. Teaching activities at the lower stages should develop students' communicative skills.

Finally, a curriculum needs to be evaluated after a certain period in order to develop the quality of teaching and learning and to keep up with global development. Thailand, for example, after implementing TEFL in PS from year 5, decided to develop the programme by starting it in year 1 (Education Reform 1996). The development is based on the evaluation that in order to achieve native-like pronunciation, EFL is better introduced earlier (*see* also Chapter 4 Section 4.2.1). In Australia, when LOTE was first introduced, it was applied in high school, gradually it was introduced in primary schools. Lo Bianco's statement (1987:120) that the implementation of LOTE programmes is "ideally continuously throughout the years of compulsory education" recommends the practice of LOTE from primary education.

## 6.6. SUMMARY

The implications of this study have been described in this chapter. First the implications for higher education: this part looked at the importance of early foreign language programmes to support such programme in higher education. Secondly, the implications for the primary education classroom: this part looked at classroom practices and the possibility for improvements. Thirdly, the implications for teacher reforms: this part considered teacher training and development and restructuring current

pre-service training. Finally, the implications for curriculum reforms: this part discussed the importance of having an up-date curriculum, which fits people's needs and the situation. It also suggested giving more freedom for teachers to create language learning activities which give opportunity for learners' enjoyment.

The conclusions and recommendations coming out of this study regarding foreign language policy and its implementation in primary classroom practice is the topic for the next chapter.

# **Chapter 7**

## **CONCLUSIONS AND THE CONTRIBUTION OF THE STUDY: RECOMMENDATIONS**

### **7.1. CONCLUSION**

This study set out to investigate language policy and its implementation in teaching English as a foreign language in primary schools in Thailand and Indonesia. To complete the discussion of language policy regarding foreign language teaching, LOTE teaching in Australia is also described.

A central part of this study concerns language policy. An ideal language policy is a policy that caters for the needs of society. In TEFL, a good language policy considers the situation and condition of the classrooms, the needs of the learners, and the promised advantages after the learning process is complete. A well-planned language policy is very important to direct the process of teaching and learning. In policy implementation difficulties and problems may be encountered. Therefore the policy needs to be evaluated in order to determine the next steps and to deal with any weaknesses.

The educational systems of Indonesia and Thailand have several similarities. Both countries have centralised systems i.e. the central government, in this case the Minister of Education, is the only authority which determines policy and regulations concerning policy. As regards teaching English, the curriculum, syllabus, methods and techniques are centrally decided. However, in Indonesia, because English is still an alternative subject, part of a local content subject in primary schools, guidance is provided but the local areas are given freedom to choose and decide on materials which suit their needs as long as they are still in the syllabus. This is very different from the system of education in Australia which reflects a decentralised and more liberal education. The schools are given more autonomy and freedom to determine the curriculum.



However pathways are provided to guide the teachers in conducting the lesson. This opens the opportunity for the teacher to develop his/her activities as long as the goals are attained.

In countries like Indonesia and Thailand which hold centralised systems, schools do not have much option but to wait for and follow government instructions. In fact, this causes a dilemma. On the one hand, as the policy is government regulation, all schools have to follow and apply the policy. On the other hand, the implementation of a language policy can raise problems if there is a lack of qualified teachers, lack of materials and facilities. This happens in Thailand and Indonesia and also in Australia.

In Thailand, after implementing EFL programmes in primary schools from year 5 for more than two decades, there is a recent language policy which rules that English teaching has to start from year one in primary schools. This new policy has had wide-ranging implications for the schools involved.

Teachers have a key part in how policy is applied. It is they who influence the teaching and learning process. In the case of Thailand when English was introduced in year one, the number of teachers to teach English was not sufficient, not to mention their quality. In fact, many teachers teaching

English in primary schools have not majored in English. However, since the policy was an instruction from the central government, there was no option but to apply it. Teachers are sometimes blamed because of the unsatisfactory results of students' proficiency. In fact, it is unfair if teacher is the only one to be blamed for the unsatisfactory result of the students since there are other factors such as size of class, time allocation, lack of teaching resources which may cause this dissatisfaction.

As regards the learning process, there is no direct influence of language policy on a student's way of learning and the outcomes. Teachers are the most dominant person in class. Students just rely on the teacher who teaches them. They just follow what the teacher tells them to do. In Indonesia and Thailand the dominance of a teacher is very pronounced. It is a bit different in the country like Australia where the role of teachers is not as dominant as in Indonesia and Thailand because students are also given the opportunity to initiate talk in classrooms. As far as language learning is concerned, the teacher and students should share classroom power. This will give more chance for students to practice the TL if they are given more chance to speak and express their thoughts.

In the case of Indonesia, recent policy on teaching English as a foreign language has changed. In the country where centralised educational

systems apply, this change is considered very influential. English had been first introduced in Junior High School since Indonesia got its independence but recent policy allows English to be taught in primary schools from year four, although it is not a compulsory subject. The optional status of English is very reasonable considering the limitations of materials, teachers and other facilities. However, this policy change should be considered as significant progress for national education as a whole since the breakthrough of implementing English teaching in primary schools is a starting point in improving teaching English as a foreign language.

Since the policy has been launched, the best action is to evaluate and to improve on present practice. From my point of view and by taking into account my observations, the teacher is the central issue. Teachers are the ones who have direct contact with learners. No matter how well the curriculum and syllabus have been arranged, nor how good the materials, methods and techniques are determined, if the teacher who acts as a facilitator, a manager, a mediator and a guide is not qualified and well-prepared for delivering lessons, everything will go to waste. ✓

The fact that many English teachers in Indonesian and Thai primary schools have no English teaching background is problematic. Therefore,

the authorities need to provide regular in-service training to develop and improve the ability in TEFL of current teachers. In-service training also gives more opportunity for English teachers to share experience and to keep up date. However, financial problem seems to be a barrier for this in-service programme to be implemented on a regular basis. Pre-service training where the future English teachers are prepared, should be organised well in order to suit the needs of learners and to attain policy goals. The curriculum should be adapted to the current and future situation in order to produce teachers who are qualified and capable in classroom management and in creating a nice and enjoyable learning environment especially for children at the primary level.

This comment also applies to LOTE teachers in Australia, particularly to Indonesian teachers teaching primary school children. Although materials and other learning supports are sufficient, the ability of the teachers, especially in speaking the language needs to be improved and developed.

Language policy has implication for classroom practice. As far as English teaching is concerned, primary schools have to provide an appropriate way of introducing a new foreign language to young learners, which forms a pathway for learning at higher levels of education. The important factors such as teachers, materials, time allocation, and the facilities have

to be well-addressed in conjunction to the goals of policy. This is to allow improvement and development for the future learning.

## **7.2. CONTRIBUTION OF THE STUDY:**

### **RECOMMENDATIONS**

This study suggests recommendations for the countries where the research took place, in order to increase the quality of TEFL in general and the implementation of TEFL in primary schools, in particular.

#### **7.2.1. Recommendations for Language Policy**

For Indonesia, this study underlines the importance of beginning TEFL in the early stages of education. It proposes the need for language policy specifically for TEFL in primary school. Since English is still an optional subject in primary school, it is recommended to implement a policy step-by-step to improve facilities and develop teachers until we come to the point where EFL should be compulsory for primary school pupils in Indonesia as a consequence of global developments. The status of EFL should be strengthened. Policy makers should work with schools and other educational agencies in order to get up to date information about

current language learning programmes, and after evaluation make changes and allocate resources.

This study has implications for Thailand where the policy does not guarantee satisfactory outcomes. There is a need to review existing programmes so they can be improved. There is still a great deal of work to do to in implementing TEFL, especially in year one because schools do not seem ready in terms of available qualified teachers.

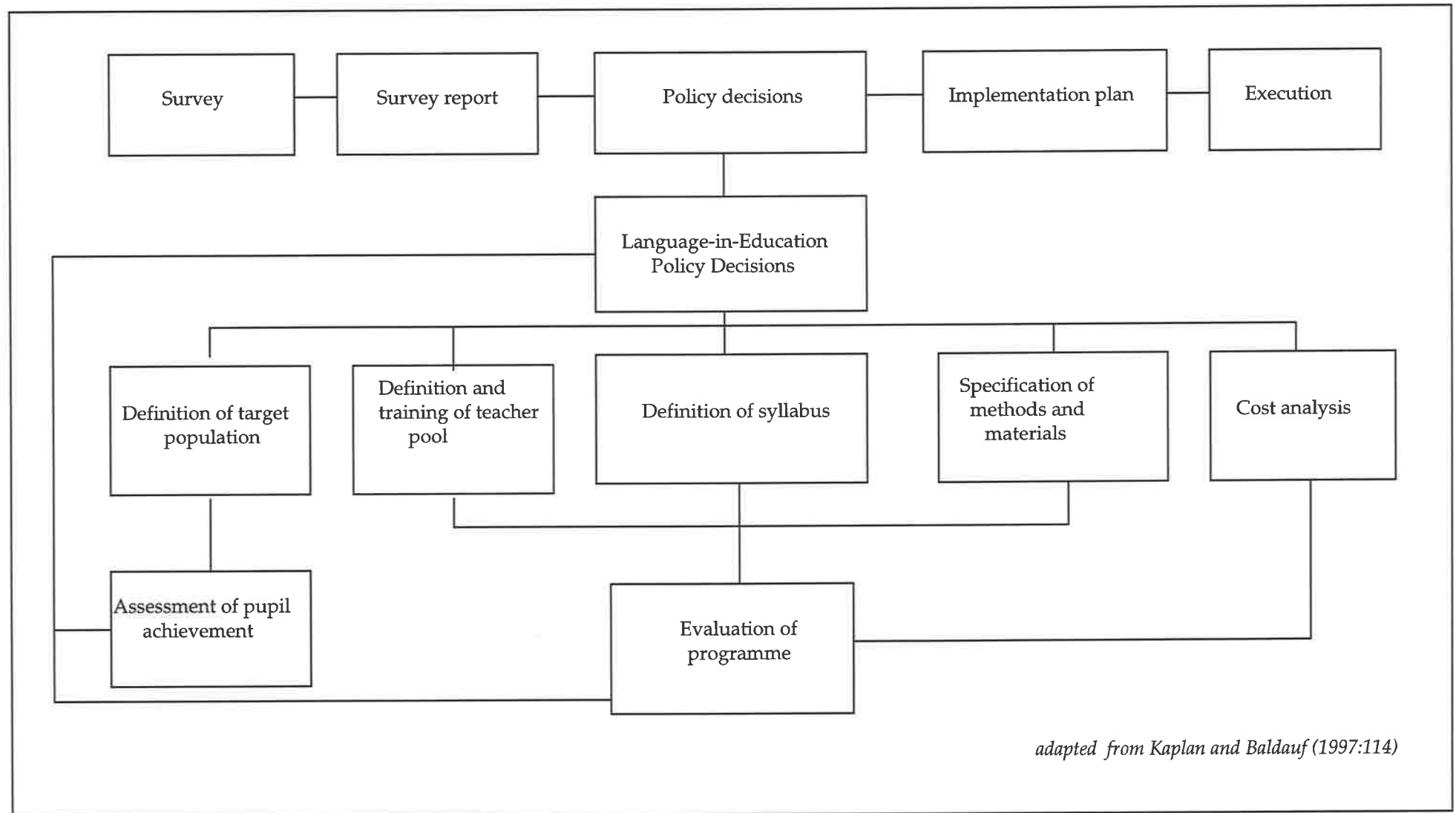
The LOTE programme in Australia which is a multicultural country, is considered successful. There have been a lot of resources put into this programme to achieve better results. LOTE programmes are increasing. However, there are also problems which are similar to those in Thailand and Indonesia. To overcome such problems, the policy needs to be evaluated and revised to cope with actual developments in society.

Regarding language policy, especially for language-in-education, I would suggest that, before any policy is formulated, it is important to make a careful plan by taking into account sector this policy would affect. Figure 7.1. adapted from Kaplan and Baldauf (1997) provides a good example of how to set up an investigation prior to making a language policy.

Based on this model, before the survey is conducted, it is important to note the points to survey such as *identify a target population* of students who will learn, *teacher supply*, *the syllabus*, *methods and materials*, *definition (identification) of available resources* and *assessment and evaluation* (Kaplan and Baldauf 1997). Since this is such a crucial phase the people assigned to do the survey should be aware of how important the task is and conduct the survey as thoroughly as possible. The report of this survey should be able to describe the actual conditions in the field. The result will lead to policy decision-making. When making the policy, the result of the survey plays an important role. After the target population of students is identified, preparing the teachers is important, including determining what kind of training will be provided for them to teach. Defining the syllabus and available resources as well as specifying methods and materials to use are the next important procedures.

Assessment of pupil achievement and evaluation of programmes should be done on a regular basis. When necessary the policy should be revised or replaced by a new policy.

Figure 7.1. Language-in-education planning



*adapted from Kaplan and Baldauf (1997:114)*



Since this study is about language policy and its implementation in classroom practices, such procedure developed by Kaplan and Baldauf (1997) is appropriate to be adopted when planning foreign language programmes.

### **7.2.2. Recommendations for Classroom Practices**

As mentioned in previous chapters classroom teachers face similar problems. Thai and Indonesian primary school language classrooms would be better if the situation and the atmosphere were more relaxed and more enjoyable since this study indicates they are too formal and tense. Involving more games and fun activities in learning languages is suggested in order to attract children's attention. Singing songs is a simple example of introducing the target language especially to young children (Baldauf and Rainbow 1992). Children like singing cheerful songs. Group tasks which require learners to talk in TL will also make the language learning meaningful.

The availability of qualified teachers is also important. Teachers play the most important role in class. This does not mean that one can disregard the importance of curriculum, materials or method of teaching, however, teachers should be capable of managing learners in a class. Therefore, pre-

service training for teachers is important, as is in-service training to keep teachers up date in effective teaching process.

The institutions which prepare EFL teachers (such as Teachers College or the Institute of Teachers Training and Education which is called Institut Keguruan dan Ilmu Pendidikan (IKIP) or the Faculty of Teachers Training and Education (FKIP) in a university in Indonesia) face a difficult task. A four-year programme of teacher preparation does not seem to be effective since after graduating the teachers are still not ready to work as teachers. This is ironic because these candidate teachers are expected to be fully competent. Based on my own experience, I would say that there is a gap between what has been studied and what is found and experienced in practice. When I did my practical teaching, I was totally confused because I could not rely on what I had learnt about lesson plans and teaching practice. What I found was that I had to learn again based on the experience as I went along. In short, what is learnt is often not relevant to the actual task. Tertiary institution which have teacher training programme, such as IKIP, FKIP or STIKIP should have direct relations and always be in a regular contact with the Directorate of Basic and Secondary Education Department of Education in order to have up date information on classroom practices. It is essential to renew or revise the curriculum in

such institution to meet present and future demand. This would help make the pre-service training programme more relevant and appropriate.

Besides pre-service training, in-service training is also important. To keep the teachers provided with up to date information regarding their area, in-service training should be planned and done on a regular basis. Such a programme is also useful for teachers to share any obstacles they experience and to find possible solutions. Special course outlines should be designed and developed so the programme will benefit many people. It is suggested that such a programme would include more practical matters than theoretical ones. This would help teachers make the teaching routines more enjoyable for themselves as well as for the learners.

Implementing EFL programmes at primary schools has some advantages, assuming that factors such as qualified teachers, the facilities, and materials are not the main problems. The advantages are as follows:

1. **Being aware of culture.** Children at this age are sensitive towards new things. Introduce them to English earlier will teach them to respect the other culture because learning a language cannot be separated from learning the culture too (Brumfit 1995). Having respect for other cultures will strengthen their love and respect for their own culture.

2. **Pronunciation.** As discussed in chapter 2, before puberty, children who learn a second or foreign language are likely to acquire a native-like pronunciation. In the case where one's mother tongue is a tonal language and the TL is a non tonal language, pre-natal learning is recommended for good pronunciation. Brewer (1998:67) explains that "the way baby's brain responds to sound and the way his auditory pathways are laid down evolves throughout fetal life". She then continues that "there is no doubt that the sounds heard in the womb are essential to help baby's auditory cortex develop and mature" (1998:67).
3. **Psychological affect.** Children, psychologically have more courage to speak a foreign language no matter whether it is right or wrong. This is different from older learners who are more self-conscious in speaking a foreign language to avoid embarrassment.
4. **Length of study.** If an EFL programme begins at primary level, children will have longer time to study and will experience more exposure towards the foreign language they are learning.

Finally the study suggests that language policy and classroom practice are two important elements which influence and support one another. This study has explained how to design a more reasonable and appropriate language policy which can benefit many people and fit the needs of society.

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# APPENDICES

## Appendix A Thai English as a Foreign Language Policy (Thai original and translation into English)

### กลุ่มประสบการณ์พิเศษ

กลุ่มประสบการณ์พิเศษ จัดประเภทที่ ๕-๖ ผู้ส่งเสริมและพัฒนาผู้ใช้ใน  
ความร่วมมือทางวัฒนธรรมระหว่าง... และให้กลุ่มประสบการณ์ที่จัดประเภทย่อยกิจกรรม  
ที่หอสมุดแห่งชาติใช้ให้โรงเรียนเรียนการสอนทางวัฒนธรรม โดยกำหนดอัตราเวลาเรียน  
ไว้ ๒๐๐ ชั่วโมง หรือ ๑๐๐ คาบต่อปี

กลุ่มประสบการณ์พิเศษ ประกอบด้วยกิจกรรมต่อไปนี้

๑. กิจกรรมการเรียนการสอนภาษาอังกฤษ
๒. กิจกรรมการเรียนการสอนวิชาอาชีพที่เกี่ยวกับการดำรงชีวิต
๓. กิจกรรมการเรียนการสอนเพื่อสร้างเสริมในกลุ่มประสบการณ์ทั้ง ๕ ได้แก่  
กลุ่มทักษะที่เป็นเครื่องมือการเรียนรู้ กลุ่มสร้างเสริมประสบการณ์ชีวิต กลุ่ม  
สร้างเสริมศักยภาพมนุษย์ กลุ่มการทำงานและพื้นฐานอาชีพ

### แนวการจัดการเรียนการสอน

๑. โรงเรียนอาจเลือกจัดกิจกรรมเดียวหรือมากกว่าหนึ่งกิจกรรมได้
๒. ถ้าเลือกสอนภาษาอังกฤษหรือวิชาอื่นที่เกี่ยวข้องกับการดำรงชีวิตกิจกรรมใดกิจกรรมหนึ่ง  
ให้ใช้จากหนังสือและวัสดุการเรียนเกี่ยวกับการดำรงชีวิตเป็น ๑๐๐ ชั่วโมง ที่เรียน  
จากพัฒนาหลักสูตรที่ใช้ไม่ได้แล้วแต่มีเกณฑ์หรือมาตรฐานที่ดีกว่าที่กำหนด
๓. ถ้าเลือกสอนมากกว่า ๑ กิจกรรมขึ้นไป ให้โรงเรียนปรับรายการเรียนโดยลดหรือเพิ่ม  
เหมาะสมกับเวลาเรียนที่กำหนด

### การประเมินผล

ให้โรงเรียนประเมินผลการเรียนการสอนโดยดูจากก้าวหน้าของผู้เรียนและปรับปรุง  
การสอนของตน แต่ไม่เน้นเป็นเกณฑ์การตัดสินผลการเรียน

## วิชาอาชีพเกี่ยวกับการดำรงชีวิต

### จุดประสงค์

๑. เพื่อให้มีความรู้ ความเข้าใจ และประสบการณ์ ในงานต่าง ๆ ที่เป็นพื้นฐานอาชีพตาม ความถนัดและความสนใจ สอดคล้องกับสภาพและความเปลี่ยนแปลงของท้องถิ่น
๒. เพื่อให้มีนิสัยในการทำงานอย่างมีขั้นตอน มุ่งมั่นในการทำงาน ไม่รังเกียจงาน ขยัน ประหยัด อุตสาหะ พึ่งตนเองและทำงานร่วมกับผู้อื่นได้
๓. เพื่อให้มีความคิดริเริ่มงาน และเห็นช่องทางในการทำงาน
๔. เพื่อให้สามารถประกอบอาชีพได้ตามความถนัด

### คำอธิบาย

ให้ดำเนินการสอนตามเนื้อหาใบงานแนบออก ๑. ระดมงานที่เตรียมไปสู่อาชีพในกลุ่ม การงานและพื้นฐานอาชีพ ขึ้นประจักษ์กฏวิธี ๕-๖ โดยเลือกเรียนเรื่องที่ไม่ว่ากับที่เคยเลือก เรียนมาแล้ว



## ภาษาอังกฤษ จุดประสงค์

๑. ให้มีความเข้าใจในหลักการการใช้ภาษาเป็นพื้นฐานในการเรียนภาษาอังกฤษ
๒. ให้มีทักษะในการฟัง พูด อ่าน และเขียนที่จะช่วยให้ใช้ภาษาในการสื่อสารได้ตามความเหมาะสมแก่วัย
๓. ให้มีเจตคติที่ดีต่อภาษาอังกฤษอันเป็นภาษาสากล รวมทั้งมีนิสัยรักการอ่าน และการแสวงหาความรู้เพิ่มเติม
๔. ให้เห็นแนวทางในการนำภาษาอังกฤษไปใช้ประโยชน์

ภาษาอังกฤษระดับประถมศึกษาเป็นวิชาเลือกในระดับชั้นประถมศึกษาปีที่ ๕ และ ๖ ในการจัดการเรียนการสอน มุ่งให้นักเรียนมีความรู้และทักษะในการใช้ภาษาเพื่อการสื่อสารได้ตามวัยและศักยภาพ การจัดทำสื่อและการวางแผนการสอนจึงต้องเน้นทักษะสัมพันธ์

ภาษาอังกฤษ ป. ๕-๖

### การฟัง

#### คำอธิบาย

ฝึกฟังและปฏิบัติตามความหมายของคำ วลี ประโยค จำแนกและจัดหมวดหมู่ความสัมพันธ์ของเสียง และคำที่ฟัง

ฝึกฟังประโยค บทสนทนาสั้น ๆ ในสถานการณ์ต่าง ๆ เพลง แล้วอภิปรายซักถามเกี่ยวกับความเข้าใจ ความรู้สึก และข้อคิดที่ได้จากสิ่งที่ฟัง

ฝึกฟังข้อความสั้น ๆ และอภิปรายซักถามใจความสำคัญของเรื่อง

เพื่อให้มีความสามารถในการฟัง เข้าใจสิ่งที่ฟัง ปฏิบัติตามได้ สามารถวิเคราะห์เกี่ยวกับเรื่องที่ฟัง มีความสนใจและสนใจในการเรียนภาษาอังกฤษ และมีนิสัยที่ดีในการฟัง

## การพูด

### คำอธิบาย

ฝึกพูดออกเสียงคำ วลี ประโยค ให้ถูกต้องตามหลักการออกเสียงภาษาอังกฤษตามแบบให้สัมพันธ์กับความหมายและเรื่องที่ฟัง

ฝึกพูดสนทนาในสถานการณ์ต่างๆ ตั้งคำถาม ตอบคำถาม เล่นเรื่อง อธิบายแสดงความคิดเห็น ความต้องการ แสดงบทบาทสมมติ เล่นเลียนแบบ เล่นเกม และฝึกร้องเพลง

เพื่อให้มีความสามารถในการพูดได้ชัดเจนถูกต้อง สื่อความได้ มีความสนุกสนาน และมีนิสัยรักในการพูด

## การอ่าน

### คำอธิบาย

ฝึกอ่านออกเสียงคำ วลี ประโยค ตามหลักเกณฑ์การอ่าน

ฝึกอ่านออกเสียง และอ่านในใจเรื่องที่เกี่ยวกับประสบการณ์ และกาาดำเนินชีวิต นิทาน นิยาย เรื่องสั้นๆ ข่าว โฆษณา คำแนะนำ คำชี้แจง แผนที่ แผนภูมิ และภาพที่ประกอบเรื่องที่นำมาอ่าน แล้วอภิปรายซักถามเกี่ยวกับรายละเอียด ความคิดเห็น และใจความสำคัญของเรื่องที่อ่าน

ฝึกใช้พจนานุกรมในการหาคำพจนานุกรม

เพื่อให้มีความรู้เกี่ยวกับหลักเกณฑ์การอ่านและสามารถนำไปอ่านคำใหม่ๆ ได้ มีทักษะในการ อ่านออกเสียงและอ่านในใจ มีความสามารถในการวิเคราะห์ สรุปใจความสำคัญ การใช้พจนานุกรม และการแสวงหาความรู้เพิ่มเติมโดยการอ่าน

## การเขียน

### คำอธิบาย

ฝึกคัดลายมือ เขียนสละสลวย ประสมอักษร คำ วลี ประโยค และข้อความตามที่กำหนดให้ เขียนคำ วลี ประโยค และข้อความให้ถูกต้องตามหลักเกณฑ์ทางภาษา เรื่องหมายต่างๆ การเลือกใช้คำให้ถูกต้องตามความหมาย ประโยค และรูปประโยค การใช้คำตามหน้าที่ในประโยค การเรียบเรียงประโยคให้เป็นข้อความที่สื่อความหมายได้ชัดเจน

อภิปรายซักถามเกี่ยวกับโครงเรื่อง ลำดับเหตุการณ์ใจความสำคัญของเรื่องที่เขียน แล้วฝึกเขียนโดยใช้คำแนะนำ และตามความคิดของตนเองอย่างเสรี

ฝึกเขียนตามคำบอก เขียนประโยคแสดงความรู้สึก ความต้องการ บทสนทนาง่ายๆ หรือข้อความสั้นๆ จากการอ่าน และการฟัง นำเหตุการณ์ประจำวัน แผนการอากายการต่างๆ แผนผัง บัตรเชิญ บัตรอวยพร

เพื่อให้มีทักษะในการเขียน เขียนได้ถูกต้อง รวดเร็ว เป็นระเบียบ สวยงาม และสื่อความหมายได้ สามารถคิดลำดับเหตุการณ์เกี่ยวกับเรื่องที่เขียน เขียนแสดงความคิดเห็นอย่างเสรี และนำการเขียนไปใช้ประโยชน์ในชีวิตประจำวันได้

## **Thai EFL Policy Translation (translated by C.J.\* and N.L.\*)**

### **GENERAL NOTES OF POLICY IN TEACHING ENGLISH IN PRIMARY SCHOOL IN THAILAND**

(Translated by Chulle from Thai: "NAYOBAL KARN SORN PASA UNG  
GRID PEN PASA TANG PRA THET PEE PHUT THA SAKKARAJ")

Pub. Krasuang Suksathikarn 2517)

#### **Group of Special Experiences**

Students in prathom (read: year) 5 and 6 are required to learn English. They learn various activities with 200-600 periods per year in order to develop their learning and to support the students according to their needs. These comprise:

1. Learning activities in general English
2. Learning activities designed to provide their experience which will support students' careers in the future
3. Learning activities for the improvement of learning instrument of life experience, work and career

## GOALS

1. To gain knowledge, understanding, and experience in various careers, according to students' ability and interest and suitable adjustment in the area (local community).
2. To provide discipline in working, concentration, diligence, patience, economical, autonomy, and an ability to interacting and socialising.
3. To be creative.
4. To be able to get a job appropriate to their age.

## **The Aims of English taught in primary school:**

1. To gain an understanding of the grammatical rules of English.
2. To become competent in the four language skills.
3. To develop a positive attitude towards English and to enjoy reading to find information.
4. To be assisted in using English.

English in prathom 5 and 6 is a compulsory subject which focuses on both knowledge and skills to develop effective communication.

## **Listening Skills**

### **Explanation**

1. Practise listening and exercising the meaning of words, phrases, and sentences. Classifying and categorising them according to the sound and words.
2. Practise listening to sentences in various situations. Listening to songs and dialogues, then discuss the understanding of feelings and benefits from listening.
3. Practise listening to short statements and discuss the main ideas in them.
4. To be able to listen, understand, follow, and analyse things they listen to. To enjoy learning and develop listening skills.

## **Speaking Skills**

### **Explanation**

1. Practise pronouncing words, phrases, sentences appropriately according to the rules of pronunciation.
2. Practise speaking in various situations, questioning, answering, telling stories, expressing ideas, needs, role-playing, imitation, games, singing.
3. Practise speaking appropriately, developing communicative ability, enjoy speaking and having the ability to speak properly.

## **Reading Skills**

### Explanation

1. Practise reading words, phrases, sentences, according to the pronunciation rules.
2. Practise reading aloud and silently texts which describe experiences in life, stories (eg. novels and short stories), news, ads, announcements, maps, charts, graphs, etc. Discuss the main idea.
3. Practise using the dictionary to gain more knowledge.

These aims are to provide knowledge and ability in reading which can be used to develop new knowledge and skills in both silent reading and reading aloud. Also important is having the ability to analyse, to summarise ideas and to be able to use the dictionary to gain more knowledge.

## **Writing Skills**

### Explanation

1. Practise handwriting, spelling, forming words, phrases and sentences.
2. Practise writing properly according to the grammatical rules and correct spelling. Using proper words and sentence arrangement to express ideas clearly.

3. Discuss the outlines of a text, the order of events, and practise writing from guidelines and students' ideas as well.
4. Practise dictation, expressing feelings, needs, simple conversation, short notes from reading and listening, writing diaries, filling in forms, charts, invitations and greetings.

These are to provide skills in writing properly, quickly, neatly, communicatively, logically and chronologically. Also important is expressing ideas independently and using writing in their daily life.

\* Chulee Jepayom

\* Nihta Liando

**EDUCATION REFORM  
at  
The Ministry of Education  
(1996-2007)**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

school reform  
teacher reform  
curriculum reform  
administrative reform

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



1.3 Basic criteria for minimum standards will be set up for school environment, teaching/learning, buildings, facilities, equipment, and personnel. These criteria must be consistent with socio-economic development trends, while giving priorities to underserved schools.

1.4 The master plan of a fully functioning school will be mapped out for existing schools and those still to be built. The plan will specify the design and construction of school buildings, the teaching/learning atmosphere and school environment which should be in harmony with the living conditions and aimed at preserving local artistic and cultural heritage.

1.5 Devolution of policy-making decision and school management of all types and levels of educational institutions to a school board to be served by parents, community leaders and local administration organizations. The school board should accelerate the development and problem-solving process of each school in a manner that responds to local needs.

1.6 School performance will be monitored, supervised and evaluated by a special task force. School standards will be evaluated in terms of quantity, quality and efficiency, both in the short-term and long-term. The findings which feature the quality of school performance, the quality of final outcomes, cost-effectiveness and future development approaches, should serve as constant feedback, leading to continuous development of the school in question.

## 2. Teacher reform

The production, recruitment and development of teachers will be reformed urgently and comprehensively both in public and private schools. Educational administrators and personnel will be developed continuously by :

2.1 Building awareness and professionalism in teachers, school administrators and personnel.

2.2 Emphasizing performance efficiency of authentic learning outcome in evaluating teachers of their promotion, development of teaching/learning activities.

2.3 Providing training and skills development opportunities to every teacher continuously and comprehensively with the view to keeping them abreast with social and technological changes. A teacher should undergo some form of training at least once every two years. The training could be given by the Ministry of Education, and/or departments concerned, and training institutions, both public and private which are accredited, as well as by means of distance training. Participation in conferences, seminars and every form of self-development must be regarded as teachers' duties, to be assessed as part of their performance.

2.4 Encouraging teachers to choose or develop lesson plans that suit learners and enable them to create and develop their learning in a truly life-long fashion.

2.5 Allowing teachers under the jurisdiction of the Ministry of Education to teach with extra remuneration in more than a single educational institution belonging to their own department or to others. This extra teaching will be subject to their superior's consent and to be considered part of their performance. Recruitment of new teachers must take into account their past experience in salary determination.

2.6 Creating job descriptions and opportunities for local intellectual leaders, teachers/experts from the private and public sectors, as well as retired officials, to teach with appropriate remuneration in

### educational institutions under the Ministry of Education.

2.7 Addressing the problem of teacher shortage by recruiting and appointing teachers to fill every available post as specified in the work-force plan of each educational institution which should be responsible for its own selection procedures and appointment of teachers according to ministerial rules and conditions, and should refrain from appointing teachers from private schools during an academic year. The teaching force should be proportionally and evenly distributed and the number of teachers on secondment minimized. Teachers who give instruction in subjects that lack qualified teachers will be given extra remuneration. Post-secondary institutions which are prepared to offer these much-in-demand subjects will be encouraged to extend to Bachelor's degree level.

2.8 Restructuring the job description of teachers in Ministry of Education schools and educational institutions in order to separate the career ladder of teachers from that of administrators under a clearly specified career pattern of each category. However, teachers must be able to advance up the career ladder through their own performances and achievements as teachers. Both teachers and administrators will be provided with manuals for their professional practices.

2.9 Standardising the teaching profession through the efforts of the Teacher's Institute, the Teacher Civil service Commission and teacher-training institutions. relevant legislation will be amended while the teaching profession will be developed through the issuance of teachers' license.

2.10 Reforming the welfare and social securities for teachers of all types and jurisdictions with the view to raising their quality of life, boosting their morale and strengthening their job security. Teachers' salary structure and welfare benefits will be improved, while teachers working in remote and underserved areas and those who take on an extra number of classes will be promoted and supported.

2.11 Developing the selection system and admission mechanism of students to teacher-training institutions as well as developing the curriculum and teaching/learning process for teacher production, including teachers who can teach several subjects and those who teach major subjects with emphasis on practical aspects. The final product of teacher-training will be a teacher of moral integrity who is equipped with analytical and synthetical skills and abilities.

2.12 Stepping up the development of educational administrators by broadening their horizon, increasing their knowledge, their administrative and managerial skills, thus enabling them to develop quality schools and educational institutions in keeping with future changes.

2.13 Encouraging team work among supervisors of all agencies who should join forces in supervising and monitoring academic and technical activities of educational institutions under every agency.

## 3. Curriculum Reform

Curriculum and teaching/learning processes will be reformed on an urgent basis in order to raise educational quality of all types and levels by:

3.1 Organizing teaching/learning processes that inculcate in youth the desirable traits as prescribed in the objectives of the education reform.

3.2 Creating activities for preparedness in the learner while developing curriculum of all types and levels based on the following major

## principles:

(1) Creating a happy learning environment for the learner of all level;

(2) Organizing teaching/learning processes that require systematic thinking and emphasize practice rather than rote learning. The learner will be enabled to analyse, synthesize and build a core of knowledge that will form the basis for learning in the future world;

(3) Encouraging the learner to learn more from nature and the environment;

(4) Ensuring that the learner use the experience and knowledge gained from his/her family and community as part of teaching/learning activities according to the curriculum;

(5) Determining basic learning standards or requirements of the learner while encouraging each school and educational institution to develop and improve on the basic standards as appropriate. The basic standards of vocational education will be determined in conjunction with professional institutions;

(6) Allowing the local community and population to participate in curriculum development and textbook production in accordance with the needs of each locality.

3.3 Stepping up the improvement of teacher education curriculum that should contain more of the teacher-training content with the view to improving the quality of teachers.

3.4 Emphasizing the core subjects of Thai, Mathematics and Sciences in the teaching/learning activities of primary education that provide the basis for further development of knowledge and skills.

3.5 Reforming the learning of foreign languages by providing access to English Language learning to first-grade primary pupils.

3.6 Accelerating the improvement of teaching/learning outcome through developing teaching methods, technology and innovation, as well as school libraries. A learning network must be created to provide a link between formal and nonformal education in order to offer extensive services to the learner.

3.7 Improving the teaching/learning process by creating diversity both in its form and content; promoting flexibility of school hours; and providing opportunities for learners to learn while they learn.

3.8 Accelerating the teaching/learning of democracy by developing a sustainable democracy curriculum and promoting democratic behaviour in teachers that reinforces the students' learning process by providing them with role models.

3.9 Reforming the testing system to ensure that it conforms to the test standards that put emphasis on the learner's actual behaviour and use the test results to develop the learner and the teaching/learning process. Selection of learners of all types and levels of education will be based more on continuous assessment rather than examination. Admission by quota will be increased.

3.10 Developing and promoting a network of educational institutions and agencies both in Bangkok and in the provinces for technical devolution.

## 4. Administrative Reform



Through devolution, educational institutions will be empowered to make administrative decisions and to offer appropriate educational services which are as consistent as possible with the local lifestyle and conditions. Provincial organization will be strengthened to facilitate devolution while private participation of the family and community will be promoted and supported by:

4.1 Identifying principal agencies to be responsible for the providing of educational services and to serve as coordinating agencies at the provincial level for all types and levels of education. The functions, catchment areas, budget, personnel, areas of responsibility, and organization of services in all public and private educational institutions will be clearly defined and allocated. Educational organization of educational institutions should be networked under a uniform framework of policy, administration, standards and evaluation at each level and type.

#### (1) Pre-primary Level

Access to education will be expanded to the two-plus while at least one-year preparation before schooling will be given to all children. Parents and child-attendants will be educated and trained in child-rearing. Rural child-development centres will be promoted and their operations supported. Pre-schooling may be divided into 2 stages:

2-3 year-old Children in this age group will be developed in every respect, with emphasis on emotional and social developments. Responsible agencies are private schools under the jurisdiction of the Office of the Private Education Commission (OPEC), as well as pre-school child-development centres under other agencies, including the Department of Religious Affairs, Office of the Rajabhat Institutes Council (ORIC), Department of General Education (DGE), Department of Physical Education (DPE), Department of Fine Arts, Office of the National Primary Education Commission (ONPEC), Community Development Department (CDD), Department of Health (DOH), Department, municipalities, Bangkok Metropolitan Administration (BMA), and Nongovernmental Organizations. The Provincial Education office will be the coordinating agency at the provincial level.

4-5 year-old Emphasis will be placed on preparing pre-school children. Principal agencies are primary schools under the jurisdiction of ONPEC. Other agencies to be jointly responsible for this age group include OPEC private schools, and pre-school child-development centres under other agencies, such as the department of Religious Affairs, ORIC, DGE, DPE, CDD, DPG, Department, Department of Public Welfare, municipalities, BMA and NGOs.

#### (2) Primary Level

The principal agencies involved are ONPEC primary schools, other agencies that will be jointly responsible for this level of education include OPEC private schools, and educational institutions under other agencies, such as the Department of Religious Affairs, ORIC, Department of Fine Arts, DPE, Non-Formal Education Department (NFED), Police Department, Department of Public Welfare, municipalities, BMA and NGOs.

#### (3) Lower Secondary Level (Junior High)

The government DGE secondary schools are the principal agencies while the ONPEC primary schools are the supplementary agencies. OPEC private school, and educational institutions under other agencies, including the Department of Religious Affairs, ORIC, Department, Department of Public Welfare, municipalities, BMA, and NGOs are jointly responsible for this level of education.

A provincial-level committee will solve the problem of overlapping catchment areas between ONPEC primary schools, offering lower secondary classes, and DGE secondary schools, on a case-by-case basis. ONPEC primary schools may increase the number of classes or new primary schools may be opened in areas which are underserved by DGE secondary schools.

#### (4) Upper Secondary Level (Senior High)

DGE secondary schools are the principal agencies for the general stream while educational institutions under the Department of Vocational Education (DOVE) are the principal agencies for the vocational stream. Other responsible agencies include OPEC private educational institutions and those under such agencies as ORIC, the Department of Religious Affairs, Rajamangala Institute of Technology (RIT), Department of Fine Arts, NFEC, and NGOs.

#### (5) Tertiary Level

Educational institutions under DPE, DOVE, Department of Fine Arts, RIT and ORIC are responsible for tertiary education organization. OPEC private institutions are also responsible for this level of education. Each agency must carry out its duties in accordance with its scope of responsibility. A central unit will coordinate students production plans, in terms of catchment areas, disciplines, and technical cooperation. The students' production plans will be considered jointly with the Ministry of University Affairs.

4.2 Developing organizations at all levels by means of new technology that enhances administrative efficiency, and by re-engineering of the administrative system in preparation for the devolution to the provinces and schools. Local authorities at the provincial level will be able to determine their own educational policies, promote staff's advancement, and allocate their budget according to local needs. The administration of every school and educational agency will be streamlined for maximum efficiency.

4.3 Promoting the roles of the family, community and the private sector in educational administration and management. The family's potential will be further strengthened through cultural dimensions. Community participation in determining educational policy will be encouraged at every level. Investment in education by the private sector will be encouraged by the provision of low-interest loan from a revolving fund. Efforts will be stepped up to set up educational institutions and vocational training institutions for subjects where there is personnel shortage in industrial zones outside Bangkok Metropolis and surrounding areas and in accordance with measures promoting private investment in education. Rules and regulations controlling educational institutions will be relaxed while appropriate incentives will be offered to attract the participation of the community and the private sector.

4.4 Unifying personnel administration practices of the Ministry of Education under a single Personnel Administration act with the view to creating unity and enhancing career security of its staff.

4.5 Strengthening and coordinating the supervision, monitoring and evaluation systems at all levels.

4.6 Eliminating disparities in educational opportunities by providing financial assistance to students from low-income families at all levels and in both public and private institutions. Several types of assistance will be explored and adopted, from exemption of tuition fees, to supplementary fees, educational loan, coupons and scholarships.

4.7 Increasing educational expenditure to 6-7 percent of Gross National Product (GNP) which is the international standard. Educational excellence will be achieved by the year 2007 by:

- (1) Increasing educational budget in order to enhance the capacity to develop quality education;
- (2) Adopting educational taxation measures;
- (3) Promoting private participation in educational organization

and increasing it to 40 percent of the whole national efforts;

(4) Encouraging private investment in operating Ministry of Education schools by adopting flexible and efficient administrative system under a joint agreement between the public and private sectors. The state's budgetary burden will be alleviated while educational organization will be diverse, of high quality and responsive to parents' needs;

(5) Increasing local participation and responsibility in educational services by deregulation and incentives;

(6) Increasing the present rates of tuition fees, supplementary fees and other fees by taking into account the actual cost of educational services of all types and levels.

The Ministry of Education is committed to carrying out this education reform to achieve the best possible results in practical terms. Nevertheless, certain adjustments may be made to overcome obstacles that may arise in the actual implementation of the reform.



**GARIS - GARIS BESAR PROGRAM PENGAJARAN  
(GBPP)  
MATA PELAJARAN BAHASA INGGRIS SEKOLAH DASAR  
(SD)**

**BAB I**

**PENDAHULUAN**

**A. PENGERTIAN**

Bahasa Inggris adalah bahasa asing yang dianggap penting diajarkan untuk tujuan penyerapan dan pengembangan ilmu pengetahuan, teknologi dan seni budaya, serta pengembangan hubungan antar bangsa. Mata pelajaran bahasa Inggris dapat diajarkan di SD bilamana dianggap perlu oleh masyarakat di daerah yang bersangkutan dan didukung oleh adanya guru yang berkemampuan untuk mengajarkan mata pelajaran tersebut. Oleh sebab itu, pengajaran Bahasa Inggris diselenggarakan sebagai muatan lokal. Pelajaran Bahasa Inggris dapat dimulai di kelas IV.

**B. FUNGSI**

Mata pelajaran muatan lokal Bahasa Inggris berfungsi memberikan peluang kepada siswa SD untuk memperoleh pengetahuan sekaligus mengembangkan pengetahuan Bahasa Inggris dalam rangka mengantisipasi kondisi lingkungan yang telah dipengaruhi oleh perkembangan ilmu pengetahuan, teknologi dan seni budaya, sehingga pengetahuan Bahasa Inggris menjadi suatu kebutuhan.

Mata pelajaran Bahasa Inggris di Sekolah Dasar adalah untuk:

1. Memberikan pengetahuan dasar bahasa Inggris baik lisan maupun tulisan.
2. Mengembangkan aspek keterampilan membaca, menyimak, menulis dan berbicara untuk kehidupan sehari-hari peserta didik.
3. Meningkatkan kesadaran melestarikan dan mengagungkan kebesaran Tuhan Yang Maha Esa.

### **C. TUJUAN**

Tujuan kurikulum Muatan Lokal Bahasa Inggris mempunyai beberapa tujuan pokok yaitu:

1. Menumbuhkan rasa senang dan keberanian untuk mempelajari Bahasa Inggris melalui lagu-lagu sederhana.
2. Menanamkan kemampuan dasar berbahasa Inggris melalui pengenalan kosa kata yang sederhana.
3. Melatih kemampuan berkomunikasi dengan menggunakan kalimat sederhana dalam percakapan sehari-hari.
4. Menumbuhkan kegemaran membaca buku-buku Bahasa Inggris yang sederhana.

Pada akhir sekolah dasar siswa memiliki keterampilan membaca, menyimak, berbicara dan menulis bahasa dalam pola sederhana berdasarkan tingkat perkembangan dan minat mereka dengan tingkat penguasaan kosakata lebih kurang 500 kata.

### **D. RUANG LINGKUP**

Pelajaran Bahasa Inggris mencakup keterampilan:

Kosakata, percakapan, membaca, berbicara dalam Bahasa Inggris sedapat mungkin disajikan secara terpadu namun demikian penekanannya



terutama pada penguasaan kosakata yang berhubungan dengan kehidupan siswa itu sendiri.

Unsur-unsur bahasa seperti tatabahasa, lafal dan ejaan dapat diajarkan dengan menunjang pengembangan keempat keterampilan berbahasa tersebut dan bukan untuk kepentingan penguasaan unsur-unsur bahasa itu sendiri.

#### **E. RAMBU - RAMBU**

- GBPP ini merupakan pedoman mengajar bagi guru yang berisikan bahan kajian yang perlu dipelajari oleh peserta didik untuk mencapai tujuan yang ditetapkan.
- Bahan kajian Muatan Lokal Bahasa Inggris dapat diikuti oleh siswa Sekolah Dasar mulai di kelas 4 sampai dengan kelas 6.
- Pokok Bahasan sub Pokok Bahasan dalam GBPP ini telah diurutkan sesuai dengan keterkaitan materi pelajaran secara sistimatis, tetapi dalam pelaksanaan bila dipandang perlu guru diperkenankan mengubah urutan tersebut asalkan masih berada dalam ruang lingkup pembahasan dalam Catur Wulan yang sama.
- Keluasan dan kedalaman materi mutlak harus dicapai dalam penyatuan alokasi waktu yang ditetapkan pada struktur program, kegiatan siswa atau pengalaman belajar dalam uraian pembelajaran yang merupakan saran/pedoman melaksanakan proses belajar mengajar.
- Mata pelajaran Bahasa Inggris merupakan mata pelajaran alternatif mengingat ketersediaan tenaga pengajar, sarana prasarana yang masih perlu dibina.

*\*Copied from GBPP Mata Pelajaran: Bahasa Inggris Pendidikan Dasar  
Departemen Pendidikan dan Kebudayaan Republik Indonesia*

## **Indonesian EFL Policy Translation (translated by N.L.\*)**

### **GENERAL POLICY IN TEACHING ENGLISH IN PRIMARY SCHOOL IN INDONESIA**

(Translated by N.L. from Indonesian: "GARIS-GARIS BESAR PROGRAM  
PENGAJARAN (GBPP) MATA PELAJARAN BAHASA INGGRIS  
SEKOLAH DASAR; BAB I PENDAHULUAN" pp. 52-53. Pub.  
Depdikbud Balitbang, 1994)

#### **UNDERSTANDING**

It is considered important to teach English in primary school to allow an understanding of the world of science, technology and culture because English is the medium of international communication. It is taught in some schools as a local-content subject (subject decided regionally) due to factors such as lack of qualified teachers, facilities and resources. Most importantly, English may be taught if considered necessary by local people. Pupils in primary schools where English is offered are required to take English in year 4.

#### **FUNCTION**

The local-content subject, English, functions to give an opportunity to primary school pupils to gain knowledge, as well as to develop their

English skills in order to be prepared for an environment which has been influenced by developments in science, technology, culture and the arts.

As a consequence, English has become a necessity.

In primary school, English is taught to :

1. Allow a basic knowledge of its spoken and written form.
2. Develop skills of reading, listening, writing and speaking in the context of the students' daily activity.
3. Improve children's understanding of the nature of God. (Literally: "Improve consciousness of the eternal and exalted nature of God Almighty")

## GOALS

There are four main goals of English taught in primary school:

1. To develop a feeling of happiness and courage by learning English through simple songs.
2. To implant the basic skills of English by introducing simple vocabulary.
3. To develop the skill of communication by using the simple sentences of daily conversation.
4. To develop pupils' fondness for reading books written in simple English.

At the end of primary school, pupils are expected to gain the four language skills of reading, writing, listening, and speaking in a simple

form based on their level of learning development and interest, and to master at least 500 words.

## SCOPE

English in primary school covers:

The development of vocabulary, listening-speaking (literally “dialogue”) and reading in an integrated way, with the emphasis mainly on proficiency in mastering vocabulary which relates to pupils’ own life.

Microskills of language, such as structure, pronunciation and spelling, are taught to develop the four macroskills in the context of the students’ daily life.

## SPECIAL NOTES

- This is a guideline for teaching to which contains the minimum syllabus need to be learnt by pupils to reach the established goals.
- The syllabus for English, an elective subject which is considered local-content subject, can be followed by students in primary school from year 4 to year 6.
- The topics and sub topics in this guideline have been arranged sistematically according to their relationship with the lessons. However

in implementation, if it is necessary, teachers are allowed to change the arrangement as long as they are covered in the same quarter\*.

- The extent and depth of material must be achieved in adjusting the allocated time on to programme structure, pupils' activity or learning experience stated in the explanation of material is a suggestion or guidance to learning carry on teaching and learning process.
- English is an optional subject, depending on the availability of teachers and facilities, which need to be increased.

\* Nihta Liando

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\* In Indonesian schooling system, one academic year consists of three quarters, four months for each quarter.

**Appendix D**

**Indonesian English Teaching Program (Indonesian original and translation into English)**

**BAB II**

**PROGRAM PENGAJARAN MUATAN LOKAL BAHASA INGGRIS**

TUJUAN MATA PELAJARAN	TUJUAN PEMBELAJARAN	BAHAN PEMBELAJARAN		PROGRAM			KEBERANGKIPAN
		MODUL BAHAN/ SUB MODUL BAHAN	URAIAN MATERI	KELAS	CAWU	JUMLAH JAM	
1	1	1	4	5	6	7	8
Siswa dapat memiliki kemampuan untuk memahami dan menggunakan bahasa Inggris dalam kehidupan sehari-hari.	Siswa dapat mengenal kata-kata bahasa Inggris yang berkaitan dengan lingkungan sekitar (kelas).	1.1. KATA-KATA Kata-kata yang berhubungan dengan lingkungan kelas dan sekitarnya	- Menyebutkan kata-kata yang terdapat pada gambar. - Menggunakan kata-kata dalam kalimat sederhana. - Melakukan kata-kata yang terdapat pada gambar. - Mengartikan kata-kata. Misalnya: pen, bag, book, paper, pencil, dll. - What is it? Is it a book? - It is not a book. - This / that is a pen. (-) - This / that is not a pen. (-) Yes, it is. No, it is not. (not)	4	1	12	
	Siswa dapat mengenal bentuk-bentuk kalimat bahasa Inggris melalui perbandingan pendek dan sederhana yang beridentifikasi benda.	2.1. PERBANDINGAN 2.1.1. Perbandingan yang beridentifikasi benda	- Mengenal dan mau menyebutkan dengan label yang benar kata-kata yang dipelajari. - Melakukan perbandingan pendek dan sederhana dengan lancar. Benar-benar dan menjawab pertanyaan secara sederhana. Misalnya: A : What is this? B : That is a pen. A : Is this a ruler? B : Yes, it is. dan				

1	2	3	4	5	6	7	8
Siswa dapat memiliki kemampuan dasar Berbahas Inggris baik lisan maupun tulisan	<ul style="list-style-type: none"> <li>Siswa dapat memahami bentuk - bentuk kalimat bahasa Inggris melalui nyanyian agar mereka termotivasi untuk belajar</li> </ul>	3.1. PRAGMAGTIK 3.1.1. Nyanyian	<ul style="list-style-type: none"> <li>Mendengarkan lagu yang dinyanyikan guru</li> <li>Melafalkan kembali lagu yang diucapkan guru</li> <li>Menyanyi bersama (guru dan siswa)</li> </ul> Judul lagu : " That is a window "				
	<ul style="list-style-type: none"> <li>Siswa dapat mengenal kosa kata bahasa Inggris yang berhubungan dengan bagian-bagian tubuh manusia dan kata ganti</li> </ul>	1.1. KOSAKATA 1.1.1 Kata-kata yang berhubungan dengan bagian tubuh	<ul style="list-style-type: none"> <li>Menyimak kata-kata yang diucapkan guru</li> <li>Menggunakan kata-kata dalam kalimat sederhana</li> <li>Melafalkan kembali kata-kata yang diucapkan guru</li> <li>Mengartikan kata-kata :               <ul style="list-style-type: none"> <li>a. Bagian - bagian tubuh                   <ul style="list-style-type: none"> <li>- nose, mounth, hand, eye. ear, foot, dll</li> </ul> </li> <li>b. Kata-kata ganti milik                   <ul style="list-style-type: none"> <li>- My, your, his, her</li> </ul> </li> </ul> </li> </ul> Contoh-contoh kalimat sederhana <ul style="list-style-type: none"> <li>- This is my nose (+)</li> <li>- This is not her book (-)</li> <li>- Is this your book? (?)               <ul style="list-style-type: none"> <li>Yes, it is</li> <li>Not, it is not ( isn't )</li> </ul> </li> </ul>				
	<ul style="list-style-type: none"> <li>Siswa dapat mengenal bentuk-bentuk kalimat bahasa Inggris melalui percakapan sederhana yang beridentifikasi benda dan orang</li> </ul>	2.1. PERCAKAPAN 2.2.1. Dialog yang mempercakapkan milik serta identifikasi benda dan orang	<ul style="list-style-type: none"> <li>Mengeja dan atau menyebutkan dengan lafal yang benar tentang kata-kata yang dipelajari</li> <li>Melakukan percakapan pendek dan sederhana dengan lancar</li> <li>Bertanya dan menjawab pertanyaan secara sederhana</li> </ul> Misalnya : <ul style="list-style-type: none"> <li>A : Is this your pen ?</li> <li>B : Yes, it is</li> <li>A : Is that his pen ?</li> <li>B : No, it is not (isn't )</li> </ul>				

1	2	3	4	5	6	7	8
Siswa memiliki kemampuan dasar berbahasa Inggris baik lisan maupun tulisan	<ul style="list-style-type: none"> <li>Siswa dapat mengamati dan mengkomunikasikan nyanyian dalam bahasa sehingga mempunyai keinginan untuk mempelajari bahasa Inggris lebih lanjut</li> <li>Siswa dapat mengenal kosakata Bahasa Inggris yang berhubungan dengan ranah lingkungan keluarga dan kata-kata ganti milik</li> </ul>	<p>3.1. PRAGMATIK</p> <p>3.1.1. Nyanyian</p> <p>1.1. KOSAKATA</p> <p>1.1.1. Kata-kata yang berhubungan dengan ranah lingkungan keluarga</p> <p>1.1.2. Kata-kata ganti milik (jamak) dan apostrof-s ('s) yang menyatakan milik</p>	<ul style="list-style-type: none"> <li>Mendengarkan lagu yang dinyanyikan guru</li> <li>Melafalkan kembali lagu yang dinyanyikan guru</li> <li>Menyanyi bersama-sama</li> </ul> <p>Judul lagu : My eyes, My ears, My nose My Mouth, d'll</p> <ul style="list-style-type: none"> <li>Menyimak kata-kata yang diucapkan guru</li> <li>Menggunakan kata-kata dalam kalimat sederhana</li> <li>Melafalkan kembali kata-kata               <ol style="list-style-type: none"> <li>Ranah keluarga                   <ul style="list-style-type: none"> <li>Father, Mother, son, Dugther, sister dll</li> </ul> </li> <li>Kata-kata ganti milik                   <ul style="list-style-type: none"> <li>our, our, their, Anton's, Juli's, dll</li> </ul> </li> </ol> </li> </ul> <p>Contoh-contoh kalimat sederhana :</p> <ul style="list-style-type: none"> <li>This is our class</li> <li>That is your school</li> <li>It is ( is's ) Anton's father, dsb</li> </ul> <ul style="list-style-type: none"> <li>Mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang dipelajari</li> <li>Melakukan percakapan pendek dan sederhana dengan lancar</li> <li>Bertanya dan menjawab pertanyaan secara sederhana Misainya :               <p>A : What is your name ? B : My name is Grendly</p> <p>A : This is your sister, joice B : Hello, Joice, dsb</p> </li> </ul>	4	3	12	



1	2	3	4	5	7
Siswa dapat memiliki kemampuan dasar berbahasa Inggris baik lisan maupun tulisan	<ul style="list-style-type: none"> <li>Siswa dapat memahami bentuk-bentuk kalimat bahasa Inggris melalui nyanyian sederhana agar supaya siswa termotivasi untuk mempelajari lebih lanjut.</li> </ul>	3.1. PRAGMATIK 3.1.1. Nyanyian	<ul style="list-style-type: none"> <li>Mendengarkan lagu yang dinyanyikan guru</li> <li>Melafalkan kembali lagu yang diucapkan guru</li> <li>Menyanyi bersama (guru dan siswa)</li> </ul> Judul lagu : " My Bonni is over ..... dsb	5	12
	<ul style="list-style-type: none"> <li>Siswa dapat mengenal kosa-kata bahasa Inggris yang berhubungan dengan ranah warna, pakaian dan bagian-bagian rumah atau bangunan</li> </ul>	1.1. KOSAKATA 1.1.1 Kata-kata yang berhubungan dengan warna, pakaian dan bagian-bagian rumah	<ul style="list-style-type: none"> <li>Menyimak kata-kata yang diucapkan guru</li> <li>Menggunakan kata-kata dalam kalimat sederhana</li> <li>Melafalkan kembali kata-kata yang diucapkan guru</li> <li>Mengartikan kata-kata               <ul style="list-style-type: none"> <li>a. Warna blue, red, white, yellow, black, dll</li> <li>b. Pakaian blouse, dress, short, duster, handkerchief, dll</li> <li>c. Bagian-bagian rumah door, floor, window, dll</li> </ul> </li> <li>Contoh-contoh kalimat sederhana               <ul style="list-style-type: none"> <li>- My dress is blue</li> <li>- Her blouse is not yellow ?</li> <li>- is his shirt white ?</li> <li>Yes, it is ( it's )</li> <li>No, it is not ( isn't )</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>Siswa dapat memahami bentuk-bentuk kalimat bahasa Inggris melalui percakapan pendek dan sederhana untuk menanyakan warna</li> </ul>	2.1. PERCAKAPAN 2.1.1. Percakapan untuk menanyakan warna pakaian yang dimiliki oleh orang lain	<ul style="list-style-type: none"> <li>Mengeja dan menyebutkan dengan lafal yang benar kata-kata yang dipelajari</li> <li>Melakukan percakapan pendek dan sederhana dengan lancar</li> <li>Bertanya dan menjawab pertanyaan secara sederhana</li> </ul> Misalnya : A : What colour is your shirt, Jane ? B : My short is yellow. dsb		

1	2	3	4	5	6	7	8
Siswa dapat memiliki kemampuan dasar berbahasa Inggris baik lisan maupun tulisan	<ul style="list-style-type: none"> <li>- Siswa dapat memahami bentuk-bentuk kalimat bahasa Inggris melalui nyanyian sehingga mereka termotivasi untuk belajar selanjutnya</li> </ul>	3.1. PRAGMATIK 3.1.1. Nyanyian	<ul style="list-style-type: none"> <li>- Mendengarkan lagu yang dinyanyikan guru</li> <li>- Melafalkan kembali lagu yang diucapkan guru</li> <li>- Menyanyi bersama (guru dan siswa) Judul lagu : " The leaves are green "</li> </ul>	5	2	12	
	<ul style="list-style-type: none"> <li>- Siswa dapat mengenal kosakata bahasa asing yang berhubungan dengan ranah profesi dan keluarga</li> </ul>	1.1. KOSAKATA 1.1.1. Kata-kata yang berhubungan dengan ranah profesi dan keluarga	<ul style="list-style-type: none"> <li>- Menyimak kata-kata yang diucapkan guru</li> <li>- Menggunakan kata-kata dalam kalimat sederhana</li> <li>- Melafalkan kembali kata-kata yang diucapkan guru. a. profesi : teacher, driver, pilot, nurse dll b. Keluarga : uncle, aunt, cousin, dll contoh-contoh kalimat sederhana : - I am a student (+) - I am not a pilot (-) - Are you a nurse (?) Yes, I am No, I am not (I'm)</li> </ul>				
	<ul style="list-style-type: none"> <li>- Siswa dapat mengenal bentuk-bentuk kalimat bahasa Inggris agar mampu membuka dan melanjutkan komunikasi secara lisan.</li> </ul>	2.1. PERCAKAPAN 2.1.1. Percakapan tentang cara memberikan salam dan memperkenalkan diri	<ul style="list-style-type: none"> <li>- Mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang dipelajari</li> <li>- Melakukan percakapan pendek dan sederhana dengan lancar</li> <li>- Bertanya dan menjawab pertanyaan secara sederhana Misanya : a. Memberi salam Hello Good morning Good afternoon Good night/evening</li> </ul>				

1	2	3	4	5	6	7	8
Siswa dapat memiliki kemampuan dasar berbahasa Inggris baik lisan maupun tulisan	<ul style="list-style-type: none"> <li>- Siswa memahami bentuk-bentuk kalimat bahasa Inggris melalui nyanyian</li> <li>- Siswa dapat mengenal kosakata bahasa Inggris yang berhubungan dengan buah-buahan dan jumlah satuan</li> <li>- Siswa dapat mengenal bentuk-bentuk kalimat bahasa Inggris melalui percakapan pendek dan sederhana yang beridentifikasi terhadap seseorang.</li> </ul>	<p>3.1. PRAGMATIK</p> <p>3.1.1. Nyanyian</p> <p>1.1. KOSAKATA</p> <p>1.1.1. Kosakata yang berhubungan dengan buah-buahan</p> <p>1.1.2. Kata-kata yang berhubungan dengan jumlah satuan, satu sampai dengan 20</p> <p>2.1. PERCAKAPAN</p> <p>2.1.1. Menanyakan keadaan / mengidentifikasi terhadap seseorang</p>	<p>b. Memperkenalkan diri</p> <p>I am John</p> <p>My name is John</p> <p>I am Atje's brother, dsb</p> <ul style="list-style-type: none"> <li>- Mendengarkan lagu yang dinyanyikan guru</li> <li>- Melafalkan kembali lagu yang diucapkan guru.</li> <li>- Menyanyi bersama (siswa dan guru)</li> </ul> <p>Judul : " Brother John "</p> <p>atau : Are you sleeping</p> <ul style="list-style-type: none"> <li>- Menyimak kata-kata yang diucapkan guru</li> <li>- Menggunakan kata-kata dalam kalimat sederhana</li> <li>- Melafalkan kata-kata yang diucapkan guru</li> <li>- Mengartikan kata-kata</li> </ul> <p>a. Apple, orange, banana, mango, mangos-teen, dll</p> <p>b. Jumlah satuan : one, two, three, four, dsb</p> <p>contoh-contoh kalimat :</p> <ul style="list-style-type: none"> <li>- This is an apple</li> <li>- That is an orange</li> <li>- That is not a banana, dsb</li> </ul> <ul style="list-style-type: none"> <li>- Mengeja dan atau menyebutkan dengan lafal</li> <li>- Melakukan percakapan pendek dan sederhana dengan lancar</li> <li>- Bertanya dan menjawab pertanyaan secara sederhana.</li> </ul> <p>Misalnya :</p> <p>A : Who is that man ?</p> <p>B : He is my friend. dsb</p>	5	3	12	



1	2	3	4	5	6	7	8
Siswa dapat memiliki kemampuan dasar berbahasa Inggris baik lisan maupun tulisan	<ul style="list-style-type: none"> <li>Siswa dapat memahami bentuk-bentuk kalimat bahasa Inggris melalui nyanyian sederhana agar siswa termotivasi untuk mempelajari lebih lanjut</li> </ul>	3.1. PRAGMATIK 3.1.1. Nyanyian	<ul style="list-style-type: none"> <li>Mendengarkan lagu yang dinyanyikan guru</li> <li>Melafalkan kembali lagu yang diucapkan guru.</li> <li>Menyanyi bersama (siswa dan guru)</li> </ul> Judul lagu : " The More We Get Together "				
	<ul style="list-style-type: none"> <li>Siswa dapat mengenal kosakata bahasa Inggris yang berhubungan dengan ranah aktivitas sehari-hari dan jumlah satuan</li> </ul>	1.1. KOSAKATA 1.1.1. Kosakata yang berhubungan dengan ranah yang mengungkapkan aktivitas sehari-hari  1.1.2. Kata-kata yang menyatakan jumlah	<ul style="list-style-type: none"> <li>Menyimak kata-kata yang diucapkan guru.</li> <li>Menggunakan kata-kata dalam kalimat sederhana</li> <li>Melafalkan kembali kata-kata yang diucapkan guru</li> </ul> Misalnya : to write, to go, to read, to clean, dll - I am writing a letter - She is not going to school - Are you studying English ? Yes, I am/No. I am not	6	2	12	
	<ul style="list-style-type: none"> <li>Siswa dapat mengenal bentuk-bentuk kalimat bahasa Inggris melalui percakapan pendek yang menanyakan kegiatan yang sedang dilakukan seseorang</li> </ul>	2.1. PERCAKAPAN 2.1.1. Percakapan yang menyatakan kegiatan sehari-hari atau sesuatu yang sedang dilakukan seseorang	<ul style="list-style-type: none"> <li>Mengeja dan atau menyebutkan dengan lafal dan benar kata-kata yang dipelajari</li> <li>Melakukan percakapan pendek dan sederhana dengan lancar</li> <li>Bertanya dan menjawab pertanyaan secara sederhana.</li> </ul> Misalnya : A : What are you doing, Jane ? B : I am writing a letter. dsb				
	<ul style="list-style-type: none"> <li>Siswa dapat memahami bentuk-bentuk kalimat bahasa Inggris melalui nyanyian sederhana agar supaya mereka termotivasi untuk</li> </ul>	3.1. PRAGMATIK 3.1.1. Nyanyian	<ul style="list-style-type: none"> <li>Mendengarkan lagu yang dinyanyikan guru</li> <li>Melafalkan kembali lagu yang diucapkan guru.</li> <li>Menyanyi bersama (siswa dan guru)</li> </ul> Judul lagu : " Are you sleeping ? "				

1	2	3	4	5	6	7	8
Siswa dapat memiliki kemampuan dasar berbahasa Inggris baik lisan maupun tulisan	<ul style="list-style-type: none"> <li>Siswa dapat mengenal kosakata bahasa Inggris yang berhubungan dengan ranah alat angkutan dan ucapan-ucapan terima kasih.</li> <li>Siswa dapat mengenal bentuk-bentuk kalimat bahasa Inggris melalui percakapan pendek dan sederhana yang menanyakan tempat tinggal.</li> <li>Siswa dapat memahami bentuk-bentuk kalimat bahasa Inggris melalui nyanyian sederhana agar supaya siswa termotivasi untuk mempelajari lebih lanjut</li> </ul>	<p>1.1. KOSAKATA</p> <p>1.1.1. Kata-kata yang berhubungan dengan ranah alat angkutan, dan ucapan-ucapan terima kasih.</p> <p>2.1. PERCAKAPAN</p> <p>2.1.1. Percakapan tentang menanyakan tempat tinggal</p> <p>3.1. PRAGMATIK</p> <p>3.1.1. Nyanyian</p>	<ul style="list-style-type: none"> <li>Menyimak kata-kata yang diucapkan guru.</li> <li>Menggunakan kata-kata dalam kalimat sederhana</li> <li>Melafalkan kembali kata-kata yang diucapkan guru Misalnya : car, boat, bus, aeroplane, ships, dll contoh-contoh kalimat sederhana : - My father buys a car - Does Mary buy a car ? Yes, she does No, she does not ( doesn't )</li> <li>Mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang dipelajari</li> <li>Melakukan percakapan pendek dan sederhana dengan lancar</li> <li>Bertanya dan menjawab pertanyaan secara Misalnya : A : Where do you live ? B : I live in Ranomuut, dsb</li> <li>Mendengarkan lagu yang dinyanyikan guru</li> <li>Melafalkan kembali lagu yang diucapkan.</li> <li>Mengartikan lagu</li> <li>Menyanyi bersama (siswa dan guru) Judul lagu : " My Bonni lies over the ocean "</li> </ul>	6	3	12	

# Indonesian EFL Teaching Program Translation (translated by N.L.)

## CHAPTER 2 : English as a local content subject Teaching Program

Material				Program			
Goal of subject 1	Goal of learning 2	Topics/Sub Topics 3	Explanation 4	Year 5	Quarter 6	Hours 7	NOTES 8
Students can attain the basic ability in spoken as well as written English	-Students can recognise English vocabulary which relates to students' environment (classroom)	1.1. VOCABULARY 1.1.1. Vocabulary which relates to class environment and its surroundings.	-To listen to words spoken by the teacher -To use words in simple sentences -To pronounce words spoken by the teacher -To construe words e.g. pen, bag, book, paper, pencil, etc -What is it? It is a book It is not a book -This/that is a pen (+) -This/that is not a pen (-) Yes, it is No, it is not (isn't)	4	1	12	
	-Students can recognise forms of English sentences through simple and short dialogues which identify things	2.1. DIALOGUE 2.1.1. Dialogues which identify things	-To spell and/or mention with correct pronunciation the words being studied -To perform simple and short dialogue smoothly. -To ask and answer questions simply. e.g. A: What is that? B: That is a pen. Etc.				
	-Students can understand the forms of English sentences through songs to motivate students to learn	3.1. PRAGMATIC 3.1.1. Song	-To listen to songs sung by teacher. -To say again the song spoken by teacher -To sing together (teacher and student) Song : "That is a window"				

1	2	3	4	5	6	7	8
—idem—	-Students can recognise English vocabulary which relates to parts of human body and to pronouns	1.1. VOCABULARY 1.1.1. Vocabulary which relates to parts of human body	-To listen to words spoken by teacher -To use those words in simple sentence -To say again words spoken by teacher -To construe words a. Parts of the body: - nose, mouth, hand, eye, ear, foot, etc b. Possessive adjectives - My, your, his, her  Examples of simple sentences - This is my nose (+) - This is not her book (-) - Is this your book? (?)				
	-Students can recognise the forms of English sentences through simple dialogue which identify things and people	2.1. DIALOGUE 2.1.1. Dialogue which tells about possession and identification of things and people	-To spell and/or mention with correct pronunciation words being studied -To perform short and simple dialogue smoothly -To ask and answer questions simply For example: A: Is this your pen B: Yes, it is A: Is that his pen? B: No, it is not (isn't)				
	-Students can observe and communicate songs in English so they have the desire to learn more English	3.1. PRAGMATIC 3.1.1. Song	-To listen to song sung by teacher -To say again song sung by teacher -To sing together Song: My eyes, My ears, My nose, etc				
—idem—	-Students can recognise English vocabulary which relates to family domain and its possessive adjective	1.1. VOCABULARY 1.1.1. Vocabulary which relates to family domain	-To listen to words spoken by teacher -To use those words in simple sentence -To say the words again a. Family domain -Father, mother, son, daughter, etc.	4	3	12	



1	2	3	4	5	6	7	8
		1.1.2. Possessive adjectives (plural) and apostrophe-s ('s) which shows possession	b. Possessive adjectives -our, their, Anton's, etc.  Examples of simple sentences: - This is our class - That is your school - It is (isn't) Anton's father etc.  -To spell and/or mention with correct pronunciation words being studied -To perform short and simple dialogue smoothly -To ask and answer questions simply. For example: A: What is your name? B: My name is Grendly. A: This is your sister, Joice. B: Hello, Joice				
	-Students can understand the forms of English sentences through simple songs so they can be motivated to learn more	3.1 PRAGMATIC 3.1.1. Song	-To listen to song sung by teacher -To say again the song spoken by teacher -To sing together (teacher and student) Song : "My Bonni is over ..." etc.				
-----idem-----	-Students can recognize English vocabulary which relates to colours, clothing and parts of house or building	1.1. VOCABULARY 1.1.1. Vocabulary which relates to colours, clothing and parts of the house	-To listen carefully to words spoken by teacher -To use those words in simple sentence -To say again words spoken by teacher -To construe words a. Colour blue, red, white, yellow, black, etc	5	1	12	

1	2	3	4	5	6	7	8
			b. Clothing blouse, dress, shorts, handkerchief, etc. c. Parts of house door, floor, window, etc. Examples of simple sentence - My dress is blue - Her blouse is not yellow? - Is this shirt white?				
	-Students can understand the forms of English sentences through short and simple dialogues to ask for colours	2.1. DIALOGUE 2.1.1. Dialogue to ask colour of clothing owned by others	-To spell and mention with correct pronunciation words being studied -To perform short and simple dialogue smoothly To ask and answer questions simply For example: A: What colour is your shirt, Jane? B: My shirt is yellow				
	-Students can understand the forms of English sentences through songs so they are motivated to learn further	3.1. PRAGMATIC 3.1.1. Song	-To listen to song sung by the teacher -To say again the song sung by the teacher -To sing together Song : "The leaves are green"				
-----idem-----	-Student can recognize English vocabulary which relates to profession and family	1.1. VOCABULARY 1.1.1. Vocabulary which relates to profession and family	-To listen carefully to words spoken by teacher -To use those words in simple sentence -To say again words spoken by teacher a. Profession: teacher, driver, pilot, etc. b. Family: uncle, aunt, cousin, etc. Examples of simple sentence: - I am a student (+) - I am not a pilot (-) - Are you a nurse (?)	5	2	12	

1	2	3	4	5	6	7	8
	-Student can recognize English sentence forms to be able to start and continue an oral communication	2.1. DIALOGUE 2.1.1. Dialogue about how to greet and introduce self	- To spell and or to mention with correct pronunciation words being studied - To perform a short dialogue smoothly - To ask and answer the questions simply eq.: a. Greetings Hallo Good morning Good afternoon Good night/evening b. Introduce self I am John My name is John I am Altje's brother, etc				
	Students can understand the forms of English sentences through songs	3.1. PRAGMATIC 3.1.1. Songs	- To listen to song sung by the teacher - To say again the song spoken by the teacher - To sing together (teacher and students) Title: "Brother John" or : "Are you sleeping?"				
Students can attain the basic competence in spoken as well as written English	Students can recognize English vocabulary about fruit and the number	1.1. VOCABULARY 1.1.1. Vocabulary which relates to fruit 2.1.1. Vocabulary which relates to the number, one up to twenty	- To listen to words spoken by teacher - To use words in simple sentences - To pronounce words spoken by teacher - To construe words a. Apple, orange, banana, mango, etc b. Numbers: one, two, three, four, etc. Examples of sentence: ■ This is an apple ■ This is an orange ■ That is not a banana, etc	5	3	12	
	Students can recognize the forms of English sentences through a simple and short	2.1. DIALOGUE 2.1.1. To ask a condition/ to identify someone	- To spell and or to mention with correct pronunciation - To perform a simple and short				

1	2	3	4	5	6	7	8
	dialogue which identifies someone		dialogue smoothly - To ask and answer questions simply For example: A : Who is that man? B: He is my friend, etc.				
	Students can understand the forms of English sentences through songs so the student has the interest to learn English further	3.1. PRAGMATIC 3.1.2. Songs	- To listen to songs sung by the teacher - To say again song spoken by the teacher - To sing together (students and teacher) Title: "Where is John?"				
-----idem-----	-Students can recognize English vocabulary which relates to the variety of words which have irregular plural forms	1.1. VOCABULARY 1.1.1. Vocabulary which relates to variety of words which have irregular plural forms	-To listen carefully to words spoken by the teacher -To use those words in simple sentences -To say again words spoken by the teacher To construe words For example: man-men, woman-women child-children, shorts socks, glasses, etc Examples of simple sentences: ■ We are students ■ These are my books ■ Those are students ■ Are those/these students? Yes, they are No, they aren't, etc	6	1	12	
	-Students can recognize English sentence forms which identify things and people	2.1. DIALOGUE 2.1.1. Dialogue about identifying things and people	- To spell and/or to mention with correct pronunciation words being studied - To perform a short dialogue smoothly - To ask and answer the questions simply For example: A: Are those your books? B: Yes, they are, etc				

1	2	3	4	5	6	7	8
	Students can understand the forms of English sentences through songs so they can be motivated to learn	3.1. PRAGMATIC 3.1.1. Songs	- To listen to song sung by the teacher - To say again the song spoken by the teacher - To sing together (teacher and students) Title: "The More We Get Together"				
Students can attain the basic competence in spoken as well as written English	Students can recognize English vocabulary about daily activities and numbers	1.1. VOCABULARY 1.1.1. Vocabulary which relates to expressing daily activities 1.1.2. Vocabulary which expresses numbers	- To listen to words spoken by teacher - To use words in simple sentences - To pronounce words spoken by teacher For examples: to write, to go, to read to clean, etc. - I am writing a letter - She is not going to school - Are you studying English? Yes, I am/ No, I am not.	6	2	12	
	Students can recognize the forms of English sentences through a simple and short dialogue which asks activities being done by someone	2.1. DIALOGUE 2.1.1. Dialogue which expresses daily activities or something being done by someone	- To spell and/or to mention with correct pronunciation - To perform a simple and short dialogue smoothly - To ask and answer question simply For example: A : What are you doing here, Jane? B : I am writing a letter, etc.				
	Students can understand the forms of English sentences through songs so they are motivated to learn English further	3.1. PRAGMATIC 3.1.2. Songs	- To listen to songs sung by the teacher - To say again song spoken by the teacher - To sing together (students and teacher) Title: "Are you sleeping?"				

1	2	3	4	5	6	7	8
Students can attain the basic competence in spoken as well as written English	Students can recognize English vocabulary about forms of transport and saying thank you	1.1. VOCABULARY 1.1.1. Vocabulary which relates to transport and saying thank you,	- To listen to words spoken by teacher - To use words in simple sentences - To pronounce words spoken by teacher - For example: car, boat, bus, aeroplane, ships, etc Examples of simple sentence: ■ My father buys a car ■ Does Mary buy a car? ■ Yes, she does ■ No, she doesn't	6	3	12	
	Students can recognize the forms of English sentences through a simple and short dialogue asking for a place for residence	2.1. DIALOGUE 2.1.1. To ask for a place for residence	- To spell and/or to mention with correct pronunciation - To perform a simple and short dialogue smoothly - To ask and answer questions simply For example: A : Where do you live?? B: I live in Manado, etc.				
	Students can understand the forms of English sentences through simple songs so the students are motivated to learn further	3.1. PRAGMATIC 3.1.2. Songs	- To listen to songs sung by the teacher - To say again song spoken by the teacher - To look for the meaning of the song - To sing together (students and teacher) - Title of the song: " My Bonni lies over the ocean"				

## **Appendix E    Interview with Indonesian Language Adviser, Linna Ruggiero, in Language and Multicultural Resource Centre, Newton, Adelaide.**

N: Saya ingin tahu mengapa, sejarahnya sampai bahasa Indonesia di ajarkan?

L: Ooh ... kenapa bahasa Indonesia dipilih ...

N: Ya ... harus ada alasannya kan ...

L: Kalau di Australia Selatan bahasa Indonesia sudah lama diajarkan, mungkin sejak tahun 60-an tapi tidak sebanyak sekarang. Jadi maksud saya pertama-tama mulai di beberapa sekolah saja, karena dari dulu setelah kemerdekaan Indonesia, hubungan antara Indonesia dan Australia mendekat tetapi seperti ada gelombang, is it gelombang?

N: Ya ...

L: dekat dan jauh, dekat dan jauh ...

N: Ya ... ada naik turunnya ...

L: ... ya ada naik turunnya, ini semuanya tergantung pada hubungan politic and diplomatic relations, okay ... Misalnya tahun 60-an agak dekat sehingga muncul pengajaran bahasa Indonesia di Australia Selatan,

N: Di tingkat pendidikan mana, sekolah dasar atau menengah?

L: Nggak, pada waktu itu kebanyakan di sekolah menengah dan universitas. Setelah itu dengan kejadian Timor-Timur mulai mereda?

N: Apanya yang mereda?

L: pengajaran bahasa Indonesia mulai mereda hehehe ... mulai tidak diajar lagi ...

N: Ooh ... menurun,

L: Yeah ... it died down. So in the sixties it was growing fast, but it went down in seventies pengajaran bahasa Indonesia. Tahun 60, no ... tahun 80 mulai lagi, mulai muncul dan berkembang lagi pengajaran bahasa Indonesia karena ada sikap di Australia bahwa kita sebagian dari Asia, itu mulai lagi, so pelan-pelan mulai ...

N: berkembang lagi ...

L: Yes ...

N: 80-an ...

L: 80-an dan sampai sekarang.

N: Pada saat mulai lagi 80-an itu sudah langsung ke sekolah dasar atau menengah?

L: No. mulai lagi ... ini sudah di SMP lagi. Pada tahun 85 saya kira, ada policy pertama tentang bahasa asing di Australia Selatan dan untuk yang pertama bagi Australia dan untuk sekolah dasar. Pada tahun itu, mereka menyatakan policy bahwa setiap anak di sekolah dasar harus belajar bahasa asing, aah ... yeah ... tahun 85 mereka menyatakan itu dan mereka inginkan bahwa setiap anak harus belajar satu bahasa asing dan itu harus terjadi, harus tercapai pada tahun 90, jadi ada jangka waktu 5 tahun untuk melaksanakan keinginan itu. Mengerti maksud saya?

N: Hmm ...

L: Tapi itu bukan hanya bahasa Indonesia saja, ada 12 bahasa asing lain yang diajarkan.

N: Bahasa Indonesia, salah satu.

L: Salah satu, okay. So itu berkembang dalam konteks itu. Bahasa asing itu juga beragam, karena ada yang dipakai dalam masyarakat SA karena komunitas yang berbicara bahasa itu banyak seperti bahasa Itali, bahasa Yunani, bahasa Vietnam.

N: Karena ...

L: Karena community. Jadi ada perkembangan community languages. So mereka yang berkembang lebih cepat daripada bahasa Indonesia. Tetapi policy itu membantu karena semua sekolah harus memikirkan bahasa asing,

N: Harus, karena ada policy, kalau tidak ada policy ...

L: ... pasti tidak akan terjadi.

N: Betul, betul ...

L: Juga dengan bahasa Indonesia. Bahasa Indonesia juga berkembang dalam waktu itu karena waktu itu di sini ada sekolah lewat surat menyurat,

N: Correspondence school?

L: ... correspondence school dimana bahasa Indonesia adalah salah satu bahasa yang diajarkan. Karena itu bahasa Indonesia mulai diajar di daerah-daerah terpencil, ya ... di luar kota Adelaide,

N: Oo ya ...

L: OK ... so ... mereka mengajar bahasa Indonesia lewat long distance learning. Ada guru di Adelaide, mereka mengajar lewat telpon. Setelah itu ada policy ada federal government mengenai Asia dan Australia, dimana Asia dan Australia sebagai negara di Asian region dan karena itu kita harus mulai memikirkan kepandaian ketrampilan kita sebagai orang Australia di kawasan Asia, kita harus bisa berbicara bahasa Cina, Jepang, Korea, Indonesia atau Thai, atau salah satu lain dari itu. Itu lebih lagi mendorong pengajaran bahasa Indonesia dan sekarang sudah ada perkembangan besar, maksud saya, dalam tahun 90 mungkin ada 60 program, 60 sekolah yang mengajarkan bahasa Indonesia, sekarang sudah ada 100, SD dan Sekolah Menengah, tapi kebanyakan sekolah dasar

N: ... yang memilih bahasa Indonesia untuk diajarkan.

L: Yes, yes ... bisa mengerti saya? Maaf bahas Indonesia agak kurang.

N: You can use English ...

L: Tapi saya mau berusaha ... (hahaha) Soalnya jarang ada kesempatan. Bisa mengerti?

N: Bisa ... bisa ...

L: Okay, kalau tidak jelas bisa tanya lagi.

N: But you speak good Indonesian

L: tapi, I have to try ... karena tidak ada kesempatan untuk bicara. Okay ... so bagaimana?

N: Jadi itu sudah termasuk dengan policy languages other than English?

L: Yeah, ada dua policy yang mempengaruhi perkembangan teaching bahasa Indonesia di SA, the languages policy di SA dan policy lain yang sangat mempengaruhi adalah dari Federal Government. Dan itu policy mengenai Asian literacy, National Asian Languages and Studies Plan, saya kira, so perkembangannya dari dua pihak, state dan federal.

N: Tapi saling mendukung kan kedua policy ini?

L: Yes, saling mendukung tetapi ...

N: Kalau yang specific dari State?

L: Kalau dari State, saya kira ada perkembangan juga, tapi dari Federal mereka mementingkan 4 bahasa Asia. So perkembangan di State level dipengaruhi oleh empat, four priority languages ... So, Federal said: "We have four priority languages" Asian languages, Japanese, Indonesian, Chinese, maybe Thai or Korean, pertama-tama Korean kemudian digantikan dengan Thai, okay.

N: Jadi pengaruh sekali ya ...



L: Yes, karena ini ada language policy untuk bahasa asing(State) dan di sana juga ada Languages Policy (Federal) tetapi sebagian besar dari languages policy ada focus pada Asia dan itu sangat mempengaruhi plan kami. Di sini, tidak ada yang mau memihak pada bahasa Asia,

N: Di Australia Selatan ...

L: Ya, di Australia Selatan, ini sangat political. Karena masyarakat SA terdiri dari kelompok-kelompok dari seluruh dunia ...

N: Betul ...

L: ... dan ada ... karena itu sangat political sehingga kami disini tidak mau bilang kami lebih menghargai bahasa Asia daripada bahasa Itali atau bahasa Perancis, tidak bisa. So, itu dari sana, dari Federal yang lebih mempengaruhi perkembangan bahasa Chinese, Japanese dan Indonesian. Semuanya berkembang pesat karena itu. Jelas ?

N: Yeah ...

L: itu? Pertanyaannya Nihta bagus sekali karena menyebabkan saya menjelaskan lebih lanjut. Yes.

N: Hmmm ...

L: Maaf ya ... (Interruption from her colleague) Dia pembimbing guru bahasa Jepang (the man she just talked to). Okay ...

N: Pasti ada dokumennya kan ...

L: Ada dokumen lama tapi yang baru tidak ada lagi.

N: Saya punya beberapa dokumen ... (showing the document I have)

L: Oh, that's statement and profile. Yang ini dukungan untuk perkembangan bahasa asing.

N: Yes, ini memang general sekali.

L: Yes, bukan Indonesia specific. Karena ada policy ini, harus ada curriculum development yang mendukung para guru untuk mengajar.

N: Betul, itu mungkin yang ingin saya lihat kalau bisa, jika mungkin fotocopy untuk dipelajari.

L: Bisa dipinjam dari sini karena ini document-document terlalu besar karena ini, dengan policy harus ada plan untuk melaksanakan mengajarkan bahasa Indonesia.

N: Policy itu kan sifatnya umum ...

L: Sangat umum ... kemudian ada curriculum development. Pada akhir tahun 80-an ada big national curriculum project all around Australia untuk bahasa asing di seluruh Australia, di SA ada bahasa Indonesia untuk SD dan mereka mengembangkan dan menulis curriculum framework yang dipakai di seluruh Australia dan itu dikembangkan di sini. Nihta harus melihat itu ...

N: Okay ...

L: Sebelum kita melihat itu, ada pertanyaan lain lagi?

N: Ya ... ada pertanyaan lain. Sebaiknya diselesaikan dulu ya ... baru melihat dokumennya.

L: Bagaimana ... rasanya aneh ya ...

N: Aneh ? kenapa ... karena saya harus bicara bahasa Indonesia baku.

L: Tapi bisa bicara bahasa Inggris kalau mau, bicaralah bahasa Inggris saja. Ini harus maklum ya ... soalnya saya jarang sekali ada kesempatan

N: Saya senang jika kita bisa bicara bahasa Indonesia.

L: Saya senang hanya saya tidak bisa menjelaskan semua yang saya inginkan, tetapi kalau saya tidak diberi kesempatan untuk memaksakan diri dalam bahasa Indonesia, ini seperti otak jadi malas ...

N: Betu, betul ... Sama dengan saya

L: Ya ... dengan bahasa Inggris ... pasti ...

N: Pasti sama. Di Indonesia, kita tidak bisa bicara bahasa Inggris karena tidak ada orang yang mau bicara bahasa Inggris.

L: Okay ... terus ada lagi?

N: Terus ...

L: Kalau mau saya bisa mengambil curriculum document. Policy..., sekarang kami ada pada tahap untuk mengembangkan policy baru tapi belum siap karena yang lama sudah tidak relevan lagi. Sekarang ada policy baru yang sedang dikemnangkan di sini tapi itu belum siap untuk diedarkan. Mereka in the process of ... In ten years, the policy said that every child in Australia has to learn language other than English.

N: One language ...

L: Yes, one language other than English. Tapi ada banyak masalah juga yang muncul dari policy itu.

N: Karena policynya terlalu umum jadi sekolah diberikan kebebasan untuk memilih bahasanya atau bagaimana?

L: Masalahnya begini, policynya agak umum, tetapi masalahnya mungkin terlalu tegas policy itu karena policynya menyatakan harus ada satu bahasa asing di setiap sekolah dasar, tetapi dengan itu muncul masalah, belum ada tenaga kerja ...

N: tenaga pengajar ...

L: ya, tenaga pengajar untuk melaksanakan policy itu, jadi ada kekurangan guru bahasa asing di sini so ... muncullah masalah, dalam sekolah tidak bisa mencari guru dan kalau guru mau pindah karena disini ada process guru bisa di satu sekolah 5 tahun dan kalau mau pindah setelah 5 tahun bisa, sehingga harus mencari guru lain untuk mengganti. So itu masalah yang terjadi dan juga karena kekurangan guru cara mengajar di sekolah tidak memuaskan, seperti ada satu guru di satu sekolah besar harus mengajar semua murid di sekolah itu berarti mungkin mereka hanya mengajar satu jam di setiap kelas. Bayangkan ya ... kalau ada 14 kelas di satu sekolah, guru ury harus mengajar 14 kelas semuanya. Karena itu banyak guru bahasa setelah beberapa tahun tidak mau mengajar bahasa asing lagi di sekolah dasar karena cara mengajar tidak memuaskan bagi mereka, jadi dari pihak pengajar dan pihak sekolah tidak memuaskan. Tahu maksud saya?

N: Jadi kalau begitu bagaimana caranya sekolah menentukan, jadi berdasarkan ketersediaan tenaga pengajarnya ...

L: Yes ...

N: Untuk menentukan bahasa asing apa yang mau diajarkan ...

L: Ya, itu memang cara menentukan bahasa dari lima tahun yang lalu misalnya, mereka tahu, okay kami ada policy ini, kita harus mengajar satu bahasa asing, biasanya yang terjadi atau bisa terjadi, kepala sekolah bertanya siapa yang bisa bicara bahasa asing di sekolah ini. Dia melihat pada tenaga kerja yang sudah ada da mereka mulai mengajar bahasa asing yang sudah ada di sekolah itu. Jadi kalau misalnya saya yang orang Itali, latar belakang saya Itali, bisa terjadi kepala sekolah datang kepada saya dan bilang "kamu harus mengajar bahasa Itali pada semua orang di sini". Ada dua masalah yang mukul dari sini, satu, mungkin saya tidak memiliki kualifikasi yang cukup, we can say, memang latar belakang saya Itali tetapi mungkin bahasa Itali saya tidak cukup untuk mengajar orang lain, itu satu masalah. Yang lain, mungkin saya harus mengajar enam ratus murid, dalam satu minggu. So ... ada masalah itu. Masalahnya bagaimana progress dalam murid-murid itu kalau mereka hanya dapat pengajaran satu kali seminggu. Kadang-kadang hanya 30 menit setiap minggu, tidak bisa ada perkembangan. Dan nomor dua, mana mungkin guru itu tetap mengajar seperti itu setiap tahun, 600 murid tanpa banyak stress. Dan kita sudah melihat banyak guru bahasa asing sekarang tidak mau mengajar bahasa asing lagi karena terlalu sulit. So ... dengan policy itu,

yeah ... ada banyak masalah yang timbul. Nah sekarang kami dalam process, okay ini sudah banyak masalah yang timbul dalam policy ini, ... policy baru harus bisa melihat masalahnya dan berusaha memperbaiki situasinya dengan memberi strategi-strategi kepada kepala sekolah untuk menerapkan the new policy and also menyelesaikan masalah yang sudah timbul dari policy lama. You know what I mean? So ...like we are in the process now of looking at where we've come from the last ten years policy, this is the good, this is the bad, what do we gonna do about the bad and we have to go forward. And semuanya tergantung pada dana yang diberi oleh pemerintah.

N: Betul itu ...

L: It is very very complex. And Indonesia is one of twelve in South Australia. So ... and there is another problem, kekurangan resources. See ...for Indonesian, the resources for Indonesian teaching are developed in Australia and there is not many resources. Whereas bahasa Italy, Jepang, Perancis, Jerman, there is a lot of contribution and resource development from those countrie. So, Perancis dan Jerman khususnya, seperti Inggris di Indonesia, sumber pengajaran semuanya datang dari negara asli kalau bahasa Indonesia tidak ada dukungan dari Indonesia, so itu juga satu masalah karena untuk guru bahasa Indonesia ada kekurangan sumber pengajaran dan kita harus membuatnya sendiri. So ... you know ...

N: Ya ... betul ...susah juga ya ...

L: Mungkin, if we look, we have problem of tenaga pengajar, problem of resources, problem of dana from the pemerintah di Australia, all of those have to considered when you look at the policy, all of those have an impact on the development of teaching Indonesian in our school. Saya banyak bicara ya ... tukang bicara saya ...

N: Tidak apa-apa ...

L: Itu memang job saya, hehehe ... bicara.

N: How has the policy influenced management, system level, regional level?

L: Only one that I have it. Because of the policy, the system has to supply support. Especially the Federal Policy is the one yang paling berkuasa, demikian juga dengan State Policy berarti ada commitment dari pemerintah negeri ... bagian negeri?

N: negara bagian ...

L: Ya negara bagian, ada commitment on regional level. Karena itu ada dukungan untuk position seperti position saya karena saya harus mendukung guru bahasa Indonesia. Dan juga ada commitment untuk curriculum development.

N: Ya, pertanyaan yang berikutnya 'how has the policy influence the school community, principal, students, parents, teacher, curriculum, methods, material, by methods - classroom practice?

L: How does the policy affect to the school ... Well ... it means that every school ada bahasa asing. So, tidak berarti semuanya senang karena ada bahasa asing karena di Australia karena seperti di semua negeri, saya pikir, ada kecenderungan untuk berpikiran sempit. You know what I mean ... so kadang-kadang ada yang berpikir tidak ada relevance belajar bahasa asing, untuk apa sedang mereka sudah berbahasa Inggris. Berbeda dengan Indonesia misalnya, yang merasa belajar bahasa Inggris sebagai bahasa internasional, untuk globalisasi, pembangunan etc. Tapi di Australia, globalisasi, mungkin karena kami sudah berbicara bahasa Inggris, itu bisa mengakibatkan perasaan sempit, you know ... kami sudah bicara bahasa Inggris, apa kita harus belajar bahasa asing dan sampai sekarang, kita harus mengakui bahwa ada good thinking dari pemerintah Australia yang menyatakan Australia ada bagian dari Asia sehingga harus bisa berbahasa Asia or know something about our Asian neighbour. So sampai sekarang sudah ada dana untuk mendukung itu. Kalau pemerintah dipimpin oleh

orang seperti Pauline Hanson atau lain sebagainya karena ada pihak seperti itu di Australia

...

N: pasti akan mati ...

L: Ya ... maka pengajaran bahasa asing akan mati. Karena untuk policy mereka, kami tidak perlu orang di luar Australia, yang penting Australia, you know. Tetapi sekarang pemerintah sudah mendukung bahwa Australia itu adalah bagian dari dunia dan itu penting sekali.

N: Secara global ...

L: Ya kita ada bagian dari dunia dan harus bisa have a relationship ...

N: Punya hubungan dengan negara-negara lain ...

L: dan itu penting sekali. So ... kita berdoa semoga pemerintah kami bijaksana, karena itu ada impact, langsung ada impact pada center ini dan pengajaran bahasa asing. Karena kalau pemerintah mulai menyatakan tidak penting lagi untuk bicara bahasa asing berarti tidak ada dukungan untuk center ini, dan guru-guru tidak ada dukungan lagi, curriculum development tidak ada lagi.

N: Ya ... dan untuk tingkat universitas orang akan berpikir kenapa harus belajar bahasa asing untuk apa ...

L: So ada impact

N: Ya impactnya itu meluas ...

L: Ya ... meluas dan akhirnya ada impact untuk hubungan antara negara. Walaupun di sekolah dasar, kita pikir, we can't see the outcome, we can't see the benefit, tetapi sebenarnya benefitnya besar sekali. Kadang-kadang kita melihat sudah mengajar lama tapi anak-anak hanya bisa bilang 'apakabar' tapi kalau tidak ada sama sekali impactnya lebih, agak negatif jika tidak ada bahasa asing di sekolah dasar.

N: Betul, betul ... Karena mereka tidak akan pernah mengenal bahwa ada negara-negara lain, negara yang sebenarnya dekat, tetangga.

L: Dan juga dengan pengajaran di sekolah dasar, itu memberi kesempatan untuk anak-anak juga belajar mengenai diversity, perbedaaan antar orang karena di Australia, di satu kelas bisa ada anak dari Itali, anak dari Jerman, anak dari Vietnam, anak dari Cambodia, so diversity adalah sesuatu yang sangat penting di masyarakat Australia, seperti di Indonesia mungkin juga ...

N: Ya ... walaupun sama-sama Indonesia, tapi berasal dari berbagai macam suku.

L: Itu juga yang menarik untuk anda pelajari di sini itu concept of multiculturalism itu menarik sekali, karena Indonesia dan Australia punya banyak persamaan. Bagaimana Australia handle the concept of multiculturalism. So languages has also developed out of that. So Asian focus from the Federal government, from here from the State level, languages policy which berkaitan erat dengan multiculturalism policy. I forgot to say that before. That State level languages policy, multiculturalism policy, like this, Federal policy lebih mementingkan bahasa Asia.

N: Ya, ya ... I think that's what I want.

L: Ya ... good!

N: So ... whatabout the progress of teaching Indonesian languages in Australia?

L: What do you mean with the progress, you mean where are we now or what is it like in school ... jelaskan sedikit lebih banyak mengenai progress yang anda maksud, dalam rangka apa ...

N: Progress secara global pengajaran bahasa Indonesia di sini, di sekolah dasar, kemudian bagaimana dengan anak-anaknya, dengan gurunya, dengan sekolahnya, kurikulumnya, bisa dijelaskan lagi? Karena kebetulan anda memonitor dan terlibat langsung.

L: Sudah ada pertumbuhan, perkembangan, begitu maksudnya?

N: Ya ...

L: Sudah ada pertumbuhan karena sudah hampir 100 sekolah yang mengajar bahasa Indonesia, dibanding 5 tahun lalu mungkin hanya 60-an sekolah, curriculum development pelan sekali. Jadi saya akan ambil itu curriculum. Saya ingin menunjukkan curriculum support yang sudah, which was done in the last few years. So ini tahun 80-an, semua ini dikembangkan, develop?

N: Ya, dikembangkan.

L: Develop, it's a curriculum framework for the teaching Indonesian.

N: Jadi yang bikin dari sini?

L: Ya, dari sini. So ini language teaching methodology, all the theories ... This is the rancangan?

N: plan ...

L: Plan for the thing you can teach and here are modules, so like themes and the teacher can go through and just pick the activities that they wanna do. So you don't teach everything, you just teach what you want. And then the idea is the following year you can go back and do different things, okay ...

N: Yeah, yeah ...

L: So the methodology is very much promote teacher's choice. In Indonesia, I have a feeling that the methodology is more, you know, teachers use book and all the students look at the book, they read together and then the next day ...

N: Yes ...

L: Here, it's more teacher looks, picks an activity, develops activity, it's very active and more communicative. The students are more active. I don't know, maybe I'm wrong, but it's just kesan saya.

N: Aha, maybe. Karena dulu seingat saya, bicara masalah pengajaran bahasa Inggris, dulu sangat traditional, method yang digunakan seperti substitution drill ...

L: Hmm ... very boring ...

N: Yes, but then it is improved to communicative but still, mereka mengatakan pendekatan komunikatif tetapi cara pengajaran masih belum komunikatif. Namanya saja begitu, susah ...

L: Karena mungkin jumlah murid di satu kelas yang sangat besar. Itu juga masalah dengan kami.

N: Itu memang masalah, di sini bagaimana dengan jumlah muridnya?

L: Juga sama ...

N: Berapa?

L: Mungkin 30 dalam satu kelas, dan mereka nakal-nakal kalau dibandingkan dengan anak-anak di Indonesia. Maaf ya ...

N: Hehehe ...

L: Maaf ya, saya tidak menyebutkan tadi bahwa resource centre ini hanya untuk bahasa asing. So guru-guru bisa meminjam buku-buku dari sini. Kalau yang dari countries areas, mereka bisa menelpon bilang kirimkan ini, ini, ini dan mereka akan kirim. So ini adalah part of curriculum support.

N: Kalau saya tidak salah, dulu yang jadi masalah di Indonesia, buku-buku yang dipakai ceritanya, latarbelakangnya adalah negara asal. Tetapi sekarang menurut pernyataan guru bahasa Inggris yang saya temui, mereka menggunakan sumber-sumber yang ada di dalam. Jadi menggabungkan, bahasa yang digunakan adalah bahasa Inggris tetapi memperkenalkan traditional culture atau apa saja yang traditional. Sehingga, saya sendiri tidak tahu mana yang paling tepat dalam hal ini.

L: Mungkin harus ada dua-duanya. Karena kalau bahan-bahan tidak menghubungkan pengalaman anak dengan bahasa Inggris, mereka tidak akan tahu.

N: Ya, mereka tidak akan tahu karena belajar bahasa adalah juga belajar budayanya. Jadi kalau kita mengajarkan apa yang lazim terjadi di sini, mereka akan punya gambaran, ooh ... begini rupanya di sana.

--- short break ---

L: Material untuk stage A berarti reception, TK, mulai dari kelas sebelum satu, tapi tidak di banyak sekolah.

N: Yang umum, di mana banyak sekolah terapkan ?

L: Yeah ... mungkin kelas tiga. Tapi policy yang baru untuk sepuluh tahun yang akan datang mengharuskan bahwa semua anak dari reception mulai.

N: Oh ya ...

L: So ... ada ... apa ... hope.

N: Ada perkembangan ya ... seperti di Thailand juga, pengajaran bahasa Inggris ...

L: Mulai dari kelas satu ...

N: Ya ... mulai dua tahun terakhir ini. Kalau di Indonesia, bahasa Inggris itu mulai diajarkan di sekolah menengah.

L: Hmm, tidak ada di sekolah dasar.

N: Tapi ada kurikulum baru tahun 96 yang memuat bahwa bahasa Inggris bisa dijadikan sebagai salah satu option.

L Di SMP?

N: Di SD.

L: Tapi option ...

N: Ya option, namanya elective. Tidak harus, tergantung pada kesiapan sekolah termasuk, ketersediaan tenaga pengajar, materi, dana ...

L: Semuanya ...

N: Ya ... menyangkut banyak hal.

L: Sama, jadi semua masalahnya sama.

N: Ya, memang ada kesamaan masalah yang dihadapi.

L: Sekarang, kami ada kekurangan tenaga pengajar, so... dengan policy baru ada strategi, re-training. Jadi sekarang saya terlibat dengan re-training teachers, yaitu guru yang sudah di sekolah dan sudah permanent teacher untuk pemerintah yang mau mengajar bahasa asing. Jadi mereka diajar lewat universitas, bahasa Indonesia, mereka bisa memilih bahasa. Tapi sekarang ada 24 guru yang belum guru bahasa Indonesia tapi yang sedang belajar bahasa Indonesia untuk mengajar.

N: Memang betul ya ... apa ... agak mirip begitu masalahnya. Karena di sekolah-sekolah lain juga seperti Thailand, karena ada policy, maka mau tidak mau harus karena sudah ada policy dari pemerintah. Sehingga terpaksa, guru-guru yang latar belakangnya ekonomi, sejarah, geografi, ...

L: mengajar bahasa Inggris.

N: Ya ... mengajar bahasa Inggris, kalau mereka bisa dan punya minat, mau ... ada kan yang senang ...

L: Tetapi itu juga terjadi disini. Kalau misalnya ada guru yang berminat atau pernah mengunjungi Indonesia, mereka menjadi guru bahasa Indonesia. Tetapi sangat kelihatan kekurangan ketrampilan mereka karena mereka tidak dapat training.

N: Betul, karena itu harus ada training.

L: Harus ada training. Kalau mereka hanya pergi ke Bali untuk beberapa minggu, mereka hanya tahu bahasa tawar menawar, mana mungkin mereka bisa mengajar bahasa Indonesia. So kita harus mendukung perkembangan ketrampilan guru dengan is it penataran?

N: Ya, penataran

L: Ya penataran guru, so ... yeah ... ada lots and lots factors yang harus dilihat.

N: Betul sekali itu.

L: So, salah satu curriculum development yang terjadi tahun ini untuk guru bahasa Indonesia, adalah ini pathways, anda sudah melihat statement and profile yang sangat umum sekali. Ini bagian specific dari statement and profile khusus untuk Indonesia language. Dan ini kami sedang membuat, ini belum selesai

N: Belum baku ya ...

L: Ya, ini masih dalam process perkembangan. Ini dalam processnya untuk membantu guru-guru. Karena, saya baru sebutkan, ada guru di pure bahas Indonesia yang belum bisa bicara bahasa Indonesia dengan baik. Proficiency adalah masalah, karena ada yang mulai mengajar, tidak belajar bahasa Indonesia di universitas atau tidak bisa bicara bahasa Indonesia. So, ini sekarang, untuk membantu mereka menunjukkan itu, bahasa-bahasa yang harus diajar di kelas 1,2, 3, bahasa-bahasa atau kata-kata yang harus diajar di middle primary, SMP, dsbnya. Sebab ada semacam standard yang dikasi kepada mereka supaya mereka bisa refleksi. Aduh saya belum membahas ini di kelas saya, atau belum mengajarkan ini, atau lain sebagainya. Dan juga kita mengharapkan bahwa mereka mula memikirkan ketrampilan mereka sendiri dan mulai berusaha memperbaiki tingkat ketrampilan berbahasa Indonesia mereka. Dan kita juga harus melayani, not melayani, we have to provide support, untuk mendukung perkembangan mereka sebagai speakers of the language. Dan bahasa Indonesia tidak mudah dipelajari menurut saya, very difficult.

N: Ohya?

L: Yeah, you can study three years in university, it doesn't mean you can speak itu. Do you think?

N: Saya pikir sama juga dengan bahasa Inggris, tergantung memang kalau bahasa itu tidak dipercakapkan dalam masyarakat susah.

L: Tapi bahasa Indonesia menurut saya lebih susah karena ada bahasa baku, itu gampang not gampang, tapi itu bisa dipelajari. Tapi kalau pergi ke Indonesia dan hanya pakai bahasa baku, orang akan pikir kita agak begini (crossing two fingers on forehead meaning 'insane').

N: Hehehe ... you know that ...

L: Yes ... so, masalahnya bahasa baku yeah bisa dipelajari tetapi sesudah terjun di masyarakat ...

N: Berbeda, pergi ke Jawa lain, ke Sumatera juga lain ...

L: That's right ...that's right. The connotation berbeda, kalau kata ini dipakai di Jawa ... dan bisa diterima di Jawa.

N: Belum tentu di tempat lain ...

L: That's right ... so, lingkungannya sangat berbeda dan bahasa baku tidak diterima dengan baik.

N: Bahasa baku itu bahasa buku ...

L: Ya, tapi tidak selalu diterima dengan baik, kalau di hubungan antar orang.

N: Betul itu ...

L: Okay, pakai bahasa baku tidak membuat kesalahan tapi ...tidak bisa menjalin hubungan dekat, sulit menjalin hubungan dekat dengan orang kalau selalu memakai bahasa baku. Isn't it true? Karena kita bicara seperti seorang kapten.

N: Seorang yang berpidato di depan banyak orang (laughing)

L: Yeah, dan itu lucu karena walaupun ada teman orang Indonesia mereka sering menertawakan banyak. Tetapi harus terima karena saya pelajar.

N: Sama juga kan dengan kita yang berbicara bahasa Inggris.

L: In English, if you speak standard English and spoken English is no so different, you think?

A little bit but not as bad as Indonesia.

N: Maybe ... Okay ... apalagi ya ...

L: Allright ... so ... banyak ya, mungkin ya, kalau anda mulai menulis dan ada pertanyaan lain bisa menghubungi saya lagi. Karena saya merasa sudah memberi mungkin terlalu banyak informasi dan tidak dikategorikan dengan baik ...

N: Tidak apa-apa yang penting saya sudah punya gambaran secara umum. Kalau mungkin nanti ada yang saya perlukan lagi in-detail ...

L: Yes, in-detail, atau kalau ada sesuatu yang belum dibahas, or specific question to do your writing, saya senang sekali bisa membantu.

N: Yeah ...

L: Saya senang sekali bisa membantu, sungguh-sungguh ya ... bukan basa-basi ... Ohya, ini band A berarti anak dari kelas 1,2,3

N: Lower primary school ...

L: Ya, ini hanya bahasa yang bisa dibahas yang harus diajarkan. Dan yang ini band B, middle primary, so ini a kind of language we have to teach. And Band C, a kind of language we have to teach, this is for SMP sampai kelas 10.

N: Berbeda sekali dengan di Indonesia.

L: Ya, di sini banyak kebebasan di dalamnya ...

N: ... dalam arti ada batasan yang diberikan tapi ... ada standard kan.

L: Di sini tidak ada test-test jadi. Baru-baru ini sudah ada mulai test yaitu bahasa Inggris, test menulis dan membaca dan banyak orang yang tidak suka pada test-test itu. Banyak yang tidak mau menerima, tidak setuju.

N: Ohya tentang students' proficiency, menurut Linna bagaimana?

L: Ini karena sistem pengajaran yang hanya satu jam seminggu, karena belum ada ketentuan dari pemerintah atau dari policy, ini bahasa asing harus diajar untuk sekian menit seminggu, belum ada itu direction. Karena itu, proficiency agak rendah karena banyak sekolah hanya diajar satu kali seminggu.

N: Jadi mungkin yang penting pada tahap ini adalah supaya anak mengenal

L: Yeah, tetapi ... ada seperti itu. Tetapi statement dan profile yang anda punya itu, dokumen mengenai outcomes, pada one level anak-anak harus bisa begini, level two harus bisa begini, level three harus begini, dengan adanya statements and profiles, ada harapan bahwa sekolah-sekolah mulai melihat kita harus mengajar bahasa asing lebih banyak, lebih sering, kalau murid-murid harus mencapai ini berarti program harus bisa memberi enough input supaya mereka bisa mencapai outcomes itu.

N: Bagaimana dengan yang sekarang ini, apakah belum dicapai?

L: Belum ada, belum dicapai. Ini semua document-document untuk not memaksakan tetapi memaksakan dengan cara yang sangat halus supaya mereka mulai mengajar lebih banyak.

N: Jadi paling tidak dalam 10 tahun ke depan mungkin sudah ada

L: Ya, yang pasti untuk jangka panjang. Dan kita tidak bisa memaksa karena kepala sekolah sangat berkuasa. Jadi mereka tidak mau ...

N: Jadi di sini, kepala sekolah sangat berkuasa?

L: Yeah ..., jadi makin lama makin berkuasa, jadi mereka tidak mau, apa, kalau ada central control dari pusat. Tidak bisa diterima. Dan mereka hanya rely on document-document untuk memberi direction.



N: Berbeda memang ... ya ...

L: Sangat berbeda memang. Jadi pengaruh dari pusat harus datang lewat document and curriculum support. Kalau ada curriculum support yang memudahkan proses pengajaran, mereka akan mengajar dengan sukarela. Saya tidak melebih-lebihkan kuasa mereka tetapi harus ada keseimbangan, jadi ada influence dari pusat dan ada juga pada school level, jadi kepala sekolah seperti in the middle. Harus consider, ini school needs and direction from the centre.

### **Translation of the interview into English (translated by N.L.)**

N: I'd like to know why, or the history of the Indonesian language becoming one of the languages taught in school?

L: Ooh ... why Indonesian is chosen ...

N: Yes ... there must be a reason for that, isn't there?

L: In South Australia, Indonesian has been taught for a long time, maybe since the sixties, but not as much as now. What I mean is, first, only in several schools, because after the independence of Indonesia, relations between Indonesia and Australia were close but it is like a wave, is it wave?

N: Yes ...

L: close and then became far, close and then far ...

N: Yes, there was up and down ...

L: Yes, there were ups and downs, it all depends on the political and diplomatic relationship, okay ... For instance, in the sixties the relationship was close, that motivated the teaching of Indonesian language in South Australia.

N: In which level of education, primary or secondary?

L: No, at that time, most teaching was at secondary and university level. When the East Timorese incident happened, it went down ...

N: What went down?

L: The teaching of Indonesian went down ... it wasn't taught any more ...

N: I see ...

L: Yes, it died down. So, in the sixties it was growing fast, but it went down in the seventies, I mean the teaching of Indonesian. In 60, no ... 80 it started again, it developed again because there was an attitude in Australia that we are part of Asia, it started again slowly ...

N: developed again ...

L: Yes ...

N: in the eighties ?

L: Yes, in the eighties until now.

N: When it started again in the eighties, did it begin in primary or secondary school?

L: No, it started again in Junior Secondary school. In 1985, I think, there was a first policy about foreign languages in South Australia and for the first time in Australia for primary school. In the same year, they stated a policy saying that every pupil in primary school must learn one foreign language. Yes, in 1985 they stated that and they wanted every child to learn one foreign language and it must happen, must be achieved by the year of 90. So there was five years time to conduct that desire. Do you know what I mean?

N: Yes ...

L: But it's not only the Indonesian language, there are 12 other foreign languages which are taught.

N: Indonesian is one of them.

L: Yes, one of them. So it developed in that context. Those foreign languages also vary because there are some spoken in the South Australian community due to the big quantity of speakers such as Italian, Greek, Vietnamese. Because of this community, there is a development of community languages. That means those languages developed more quickly than Indonesian. However, the policy is helpful because every school has to think of teaching foreign language.

N: It is a must, because of the policy. If there is no policy?

L: It won't happen.

N: That's right ...

L: In the case of Indonesian, at that time it also developed because there was a correspondence school.

N: Correspondence school?

L: Yes, correspondence school where Indonesian was one of the languages taught. Therefore, Indonesian started to be taught in the places outside Adelaide.

N: Really?

L: Yes, so ... they taught Indonesian through long distance learning. There were teachers in Adelaide, and they did the teaching via telephone. After that period, there was a policy from the federal government about Asia and Australia, where Asia and Australia are countries in the Asian region. Therefore we Australia have to think of our skills, knowledge as people in the Asian region. We have to be able to speak Chinese, Japanese, Korean, Indonesian, or Thai, one of them. This gave more motivation to the teaching of Indonesian. And now, there is a great development, I mean, in 90 there were about 60 programs, 60 schools teaching Indonesian, at the moment there are 100, primary and secondary schools, but mostly primary schools.

N: which choose Indonesian to be taught ...?

L: Yes, yes ... can you understand me? Sorry, my Indonesian is not good.

N: You can use English ...

L: But I want to try ... (laughing) I rarely have the chance to speak Indonesian. Understand?

N: Yes ...

L: If you are not clear, please ask again.

N: But you speak good Indonesian.

L: I have to try ... because there is no chance to speak. Okay ... so ... how?

N: So, this was the policy for languages other than English?

L: Yes. There are two policies which influenced the development of teaching Indonesian in South Australia, the language policy in South Australia and another policy which very much influenced it is the policy from the Federal Government. The policy is about Asian literacy, the National Asian Languages and Studies Plan, I guess. So the development is from both sides, the state and the federal.

N: But both policies are supporting each other, aren't they?

L: Yes, they are supporting each other, but ...

N: What's specifically from the State?

L: From the State, I think there is also an improvement, but from the Federal, they focus on four Asian languages. So the development at State level is influenced by four priority languages. So, the Federal said: "We have four priority languages, Asian languages, Japanese,

Indonesian, Chinese, maybe Thai or Korean, first it was Korean and then changed to Thai, okay ...

N: I see, so it is very influential ...

L: Yes, because of the language policy from the State and also from the Federal. But most of the language policy focuses on Asia and it does influence our plan. Here, in South Australia, no one wants to make a stand on Asian languages.

N: In South Australia?

L: Yes, in South Australia, it is very political. Because the society here in South Australia consists of groups from throughout the world.

N: Right ...

L: It happens ... because it is very political, we don't want to say that we more appreciate Asian languages rather than Italian or French, we can't. That's why the policy from the Federal government is more influential in the development of Chinese, Japanese, and Indonesian. They all develop rapidly because of that. Is it clear?

N: Yes ...

L: Your questions are very good, they make me explain in more detail.

N: About the policy, I'm sure there is a document of that.

L: There is a document but an old one, there is none for the new one.

N: I have some documents ... (showing the document I have)

N: Oh, that's statements and profiles. This is for support to the development of foreign languages.

N: Yes, this document is very general.

L: That's right, it is not specific for Indonesian language. Because of this policy, there must be a curriculum development which supports the teachers in teaching.

N: It is true, that's what I want to see, if possible, and also make a copy of it.

L: You can borrow those documents from here. With the policy, there should be a plan to perform the teaching of Indonesian language.

N: Yes, the policy is actually very general.

L: Very general ... so there should be a curriculum development. In the late eighties, there was a big national curriculum project all around Australia for foreign languages in Australia. In South Australia, there was Indonesian language at primary school and they developed and wrote the curriculum framework which was used all around Australia. It was developed here. Nihta has to see them.

N: Okay ...

L: Before we go and see, any more questions?

N: Yes, I've got another question. It's better to finish off and then we see the document.

L: How do you feel? I feel strange ...

N: Strange? Why ... because I have to speak proper Indonesian.

L: But you can speak English if you want to. You have to understand that because I rarely have the chance to speak.

N: That's okay, I'm happy we talk in Indonesian.

L: I'm happy too, but I can't explain everything I want. But if I don't force myself to speak Indonesian, my mind gets stuck, lazy ...

N: It's true ... it happens to me as well.

L: Yes, with English, for sure.

N: Yeah. In Indonesia I can't speak English because nobody wants to speak English.

L: So ... any more? If you want, I can get the curriculum development. About the policy ... now we are in the level of developing the new policy but it is not ready yet. The old one is no

longer relevant. At the moment there is a new policy which is being developed but as I told you, it is not ready yet to distribute. They are still in the process of ... In ten years, the policy says that every child in Australia has to learn a language other than English.

N: One language ...

L: Yes, one language other than English. But still, there are many problems arising from that policy.

N: Is it because the policy is too general that gives the schools freedom to choose the language or how?

L: The problem is like this, the policy is general but maybe it is too strict because it states that there must be one foreign language in each primary school. But then, problems arise such as lack of qualified teachers ...

N: I see ...

L: So, there is lack of foreign language teachers. It creates problems that school cannot find a teacher. If the teacher wants to shift, - here a teacher can be based in one school for five years and he can shift after 5 years if he wants-, the school has to find another teacher to substitute. So that's the problem that happens, and also because of lack of teachers, the methods of teaching are unsatisfactory. For example, there is one teacher in a big school who has to teach all the students in that school. It means that he may only teach one hour in each class. Imagine ... if there are 14 classes in one school and the teacher has to teach those 14 classes. Therefore, many foreign languages teachers after several years teaching do not want to teach foreign language any more in primary school. It is because the teaching methodology does not satisfy them. So both sides, the teachers and the school, are not satisfied. You know what I mean?

N: In this case, the way school decides the language is based on the availability of the teachers.

L: Yes ...

N: To decide which foreign language is to be taught ...

L: Yes, that's the way to determine the language from five years ago. For example, they know, look ... this is a policy, we have to teach one foreign language. What usually happens or can happen, the principal will ask who can speak a foreign language in this school. He considers the teachers in his school, and if there is any foreign language speaker then that is taught in that school. For instance, I am Italian, my background is Italy, it could happen that the principal will come to me and say: "You have to teach Italian to all of the students. There will be two problems, first, maybe I have not enough qualifications. We can say, my background is Italy but maybe my Italian language is not sufficient to teach other people, that's one. Another thing, maybe I have to teach 600 students in a week, that's also a problem. How can we expect for the students' progress if they just learn once a week, sometimes only 30 minutes a week, there will be no progress. Then, how can a teacher keeps teaching like that every year, 600 students without much stress. I've seen lots of foreign language teachers who don't want to teach foreign languages any more because it is too difficult. So ... with the policy, there are many problems. Now we are in the process, ohya lots of problems arise in this policy, new policy has to be able to see the problems and tries to improve the situation by giving strategies to the principal to implement the new policy and also to solve the problems of the former policy. You know what I mean? So ... like we are in the process now of looking at where we've come from in the last ten years of policy, this is the good, this is the bad, what do we do about the bad and we have to go forward. And everything depends on the fund given by the government.

N: It's true ...

L: It is very complex. Indonesian language is one of the twelve foreign languages in South Australia. So, there is another problem, lack of resources. See ... for Indonesian, the resources for teaching Indonesian are developed in Australia, and there are not many resources. Whereas Italian, Japanese, French, German, there is a lot of contribution and resource development from those countries. So, France, Germany especially, is like English in Indonesia, all teaching resources come from the original country. While Indonesia, there is no support from Indonesia. It is also problem especially for teaching Indonesian because Indonesian teachers have a lack of resources and we have to create our own.

N: Yes, it is difficult ...

L: Maybe, if we look, we have problem of teachers, problem of resources, problem of funds from government in Australia, all of those have to be considered when you look at the policy, all of those have an impact on the development of teaching Indonesian in our school. I talk too much, don't I ... (laughing) I am talkative ...

N: That's okay ...

L: That's my job ... hehhehe ...

N: How has the policy influenced management, at system level, regional level?

L: Only one that I have. Because of the policy, the system has to supply support. Especially the Federal Policy is the one that is most powerful and so is the State Policy, meaning that there is a commitment from the state government.

N: State government ...

L: Yes, there is a commitment at regional level. Therefore there is support for a position like my position because I have to support Indonesian teachers. And also there is a commitment for curriculum development.

N: Good, next question is 'how has the policy influenced the school community, principals, students, parents, teacher, curriculum, methods, material, and methods - classroom practice?

L: How does the policy affect to the school ... Well, it means that every school must have at least one foreign language. It doesn't mean everybody is happy because of the foreign language, you know, because in Australia like other English speaking countries, there is a tendency to be narrow-minded. You know what I mean ... so sometimes, there is a thought that it is not relevant studying foreign languages, since we already speak English. It is different from Indonesia, for example, that considers learning English as the international language is necessary especially for globalisation, development, etc. But here in Australia, because we speak English, it causes us to think narrowly, you know, we have English, do we have to speak foreign languages? Until now, there is a good thinking from the Australian government which stated that Australia is a part of Asia so we have to be able to speak Asian languages or know something about our Asian neighbours. So until now there is funding to support it. If the government was led by individual like Pauline Hanson or others who have similar opinion, there are people like that in Australia ...

N: it will die ...

L: Yes, for sure, teaching foreign languages will die. Because for them, we don't need the people outside Australia, only Australia is important, you know. It is good now because the government has supported that Australia is part of the world and that is very important.

N: global thinking ...

L: Yes, because we are part of the world and we have to have a relationship.

N: Have relationship with other countries ...

L: Yes, it is very important. So ... we pray for the government to be wise, because it has impact, direct impact to this centre and teaching foreign languages. Because, if the

government starts to say that it is not important to speak foreign languages, there will be no support for this centre, no support for teachers, and no curriculum development.

N: Yes, and at the university level, people will think why should we learn foreign languages, what for ...

L: So there is impact ...

N: The impact is broadened ...

L: Yes, and at last there will be impact on the relation between countries. Although in primary school, we think, we can't see the outcome, we can't see the benefit, but actually there are lots of benefits. Sometimes, we think, we have been teaching the children for long but they can only say 'apa kabar' (which means: how are you?). But if there is no teaching foreign languages at all, there will be more impact, negative impact if there's no foreign languages in primary school.

N: Right ... because the children won't know that there are other countries, which are close neighbours.

L: And also, teaching in primary school gives chance to children to learn about diversity, differences among people, because in Australia, in one class, there could be children from Italy, Germany, Vietnam, Cambodia, so diversity is very important in Australian society, like in Indonesia ...

N: Yes, in Indonesia, there are varieties in ethnicity.

L: I think it also important to study the concept of multiculturalism, because Australia and Indonesia have similarities. How Australia handle the concept of multiculturalism. So language policy also developed out of that. So the Asian focus from the Federal Government, from here, the State level, the language policy which has a close relationship with multiculturalism policy. I forgot to say that before. That State level language policy like this, the Federal Policy focuses more on Asian languages. Understand ...?

N: Yeah, I think that's what I want to know.

L: Yeah, good ...!

N: So ... what about the progress of teaching Indonesian language in Australia, particularly in South Australia?

L: What do you mean by the progress, you mean where we are now or what is it like in school ... please explain a bit more about progress that you mean ...

N: What I mean is the progress in teaching Indonesian in primary school here. What happens to the children, teachers, the schools, the curriculum. Can you explain it again? I know, you are the one who monitors and gets involved directly in it.

L: Yeah, it is growing ... developing ...

N: Aha ....

L: I said it is growing because there are almost 100 schools now that teach Indonesian, compared to 5 years ago which was only about 60 schools. Curriculum development is very slow. OK, I'll get the curriculum. I will show you the curriculum support which was done in the last few years.

(after coming back to get the curriculum).

L: So, this is the eighties ... all of these were developed. This is a curriculum framework for teaching Indonesian.

N: It was created here?

L: Yes, here. So, this is language teaching methodology, all the theories ... this is the plan ...for the thing you can teach and here are modules, so like themes and the teacher can go through and just pick the activities they will do. So you don't teach everything, you just teach

what you want. The idea is ... the following year you can go back and do different things, okay ...

N: Yes ...

L: So, the methodology is very much to promote teacher's choice. In Indonesia, I have a feeling that the methodology is more, you know, teachers use the book and all the students look at the book, they read together and then next day, the same thing ...

N: Hehehe ...

L: Here, it's more teacher looks, picks an activity, develops activity, it's very active and more communicative. The students are more active. I don't know, maybe I'm wrong, but it's just my impression.

N: Maybe, because as long as I remember, speaking about teaching English in Indonesia, it's more traditional with substitution drill techniques ...

L: Hmmm ... very boring ...

N: Yes, but then it is improved to the so-called communicative approach, but still, they say communicative but the application is not communicative. Only the name ...

L: Maybe, the size of the class is too big. That's also our problem here.

N: That's the problem, for sure. What about the size of class here?

L: The same ...

N: How many students in one class?

L: Around 30, and they are very naughty compared to Indonesian children. I'm sorry ...

N: That's okay ...

L: I'm sorry, I didn't mention just now that this resource centre is only for foreign languages. So, teachers can borrow books from here. Those who are from country areas can just call and say to send this and this, and they will send them. So this is part of curriculum support.

N: If I'm not wrong, years ago, the books used had English background. But now, according to a teacher I spoke to, they now use the internal sources, or local content. So they combine, the language used for the instruction is English but the content of the material is introducing the traditional culture. I don't know exactly which is correct.

L: Maybe, there should be both of them. Because if the material doesn't relate to the children experience with English, they won't know.

N: Yes, they won't know. In fact, learning language is also learning the culture. If we teach them what usually happens here, they will have a description, hmmm... that's actually what happens there ...

---(short break)---

L: Material for stage A beginning from reception, but not in many schools.

N: Which level is common to start for stage A here?

L: Yeah ... maybe year 3. But the new policy for the next ten years expects that all children from reception start learning a foreign language.

N: Hmm ...

L: So, there is a hope.

N: That is progress, isn't it? Like in Thailand, teaching English ...

L: Start from year one ...?

N: Yes, since two years ago. In Indonesia, English is taught in Junior High School.

L: Not in primary school?

N: There is a new curriculum which states that English can become an option, or elective subject.

L: In Junior High School?

N: No, in primary school.

L: But option ...

N: Yes, it is an elective subject. It is not compulsory, it depends on the readiness of the school, including the availability of teachers, material, fund, etc ...

L: Yes, everything ...

N: Yes, it involves many things.

L: The same, so the problems are mostly similar.

N: Yes, there is similarity in the problems.

L: Now, we are lack in the teachers, so with the new policy, there is strategic re-training. Now, I'm involved in re-training teachers, permanent teachers who like to teach foreign languages. They are taught Indonesian language through the university, they can choose the language they want. At the moment, there are 24 teachers studying to teach Indonesian.

N: Hmm ... in Thai schools as well, it happens, because there is a policy, so there is no other choice but to teach the language. It enforces teachers from various background such as history, geography, economic ...

L: To teach English ...

N: Yes, teach English, if they want and they can ... some of them like English.

L: It happens here as well. If teachers have an intention of Indonesia or ever visited Indonesia, they become Indonesian teachers. But it is very clear the weaknesses they have because of having no training.

N: It's true, there must be a training.

L: Yes, there must be a training. If they just went to Bali for several weeks, they only know the language of bargaining, it is impossible for them to teach Indonesian. So we have to support the progress of teachers' skill by training.

N: Yes, training.

L: Teachers' training, so ... yeah ... there are a lot of factors which need to be considered.

N: Absolutely.

L: One of the aspects of curriculum development for this year especially for Indonesian teachers, is pathways. You've seen the statements and profile which are very general. This is the specific part of the statements and profile particularly for Indonesian language. This is still on-going process, not finished yet.

N: I see ...

L: Yes, this one is still in development process. It is used to help the teachers. I mentioned just now, that there are teachers in pure Indonesian who can not speak Indonesian well. Proficiency is one problem, because there are some who start teaching, didn't study Indonesian in university or cannot speak Indonesian. So, at the moment, this pathways is to help them and guide them about what is taught in which level. There is a kind of standard given to them so they can reflect "I haven't taught this to my class", or something else. We also hope that they start to think about their own skills and start to improve their skill of speaking Indonesian. We also have to provide support for their progress as speakers of language. And for me, Indonesian language is not easy to learn, it is difficult.

N: Really?

L: Yes, you can study three years in the university but it doesn't mean you can speak it. Don't you think?

N: I think it is the same learning English in our country. It really depends ... especially if the language is not spoken in the society.

L: But for me, Indonesian is more difficult, because there is standard language, and it can be learnt. But if you go to Indonesia and you only use the standard language, people will consider us as 'insane'.



N: Hehehe ... you know that ...

L: Yes, the problem is what we learn is the standard language but in the society ... it is different ...

N: It is different, when you go to Java, to Sumatera is different too ...

L: That's right, the dialect and meanings of words are different. Certain words are accepted in one place ...

N: But not in the other places ...

L: That's right ... so the surrounding is different and the standard language is rarely used.

N: Hehehe ...

L: Standard language is now always well accepted in interacting among people.

N: That's right.

L: Okay ... we don't make mistakes when using standard language, but it is hard to build a close relationship. Isn't it true? Because we speak like a captain, hehehe ...

N: Like an orator ... maybe ...

L: Yes, and it is funny. Like me, I've got some Indonesian friends, and they always laugh at me, but I have to accept ... I am a student.

N: It is the same as when we speak English, I think ...

L: In English, if you speak standard English and spoken English, they are not so different, don't you think? A little bit but not as bad as Indonesian.

N: Maybe ... hehehe ... okay ... what else ...

L: Allright ... so ... when you write and you have any more questions, you can contact me again. I feel like I've given too much information and maybe it is not well categorised.

N: That's allright ... at least I have a general description. If there is something I need in detail

...

L: Yes, in detail, or there is something not discussed yet, or specific questions to do your writing, I'll be happy to help.

N: Thanks ...

L: I'm happy to help you, truly. This is not lip service ... Oh yes, this band A means children from year 1,2,3

N: Lower primary school ...

L: Yes, these are the items which need to be taught. And this one band B, middle primary, so this is the kind of language we have to teach. And this band C for Junior High School, until year 10.

N: Different from what happens in Indonesia.

L: Ya, there is more freedom here ...

N: ... but there is a standard given, isn't there?

L: Here there is no test. Recently, there have been tests in English, reading and writing tests, and many people don't like tests. Many people don't want to accept, they disagree.

N: Hmm ... about students' proficiency, what do you think, Linna?

L: Because of the teaching system which gives only an hour per week, because there is no further act from the government or the policy, the foreign language should be taught for an hour in a week, there is no direction for it yet. Therefore, the level of proficiency is still low. Many schools only teach once a week.

N: Maybe, at this stage, what is necessary is to make children familiar ...

L: Yes, there is thing like that. But statements and profiles that you have, documents about the outcomes, at level one, children have to be able to perform this, level two they have to be able to do that, and so on. With statements and profiles there is expectation that the schools

start to consider that we have to teach foreign language more, if the students have to gain this goal it means that the program has to give enough input so they can reach the outcomes.

N: What about now, reached or not?

L: Not, not reached yet. This document is to force 'softly' so they teach foreign languages more ...

N: So, at least in ten years time, there is something attained?

L: Yes, certainly for long term. And we cannot force because the principals are so powerful. They don't want ...

N: Here, the principal is very powerful.

L: Yeah ... they are getting more powerful. They don't want to be controlled by the central administration. They just rely on the documents to give direction.

N: It is different ...

L: Yes, it is very different. So, the influence from the centre must come in the form of documents and curriculum support. If there is curriculum support which makes the teaching process easy, they will teach voluntarily. I'm not exaggerating their power but there should be a balance. So there is influence from the centre, and also at the school level. The principal is in the middle, must consider that this is what the school needs and this is the direction from the centre.

## Appendix F Interview with Selected People in the Thai Education System

### A. Interview with Miss Warapon Bangliang

Supervisory Unit of ONPEC, Ministry of Education, Thailand

N: In what department are you working?

W: *Supervisory Unit.*

N: You know, I've visited some primary schools in Pattani, southern part.

W: hmm...southern part (pause)

N: Yeah...southern part of Thailand and I found that TEFL in primary school has been taught since many years ago in prathom 5 and in prathom 1 since last year. While in Indonesia, we haven't made such steps like Thai people have already done.

W: Just in prathom 1...(pause)

N: started last year.

W: Aha...

N: OK. I have some questions to ask. What is the main reason for choosing English as a foreign language to be taught in formal levels of education? Why not German or French, do you have any ideas?

W: We use English to communicate (pause)

N:...because English is an international language?

W: A..Yes.

N: So...that's the main reason for choosing English.

N: When you started thinking about teaching English at primary level, what has come to the government's mind to start teaching English in primary not from secondary?

W: In primary...?

N: Why do you think it is important to start learning English in primary?

W: Oh...

T: (trying to explain in Thai so this lady could answer the question).

W: to...

N: Because you think in early level students find it easy to learn?

W: Aha. Easy to learn language and to...

N: Yeah...they find it easy to learn a new language.

N: Why did you choose to upgrade to prathom 1, I mean to change the point of starting from prathom 5 to prathom 1?

W: Prathom 1, just listening and speaking. And then reading and writing in prathom 3,4. 5, and 6. Just the basic.

N: Why did you come to the decision...I mean the government...the policy to start teaching from prathom 1?

W: to.....hmm...

N: Isn't it too early for them?

T: (Trying to explain more in Thai)

W: Easy. It is the basis for their study.

N: OK. So after implementing teaching English in prathom 5 for many years, you started thinking that it is better to teach English earlier rather than in prathom 5.

W: Ya...

N: So...after doing such evaluation, do you think that this works...is it effective or....do you find any advantages?

W: Ooh...some...very-very few but the students like to learn English, they like learning in the laboratory, listening to music, watching video, and they can speak quite correctly.

N: So...after looking at what has been done and what is going on, are you happy with this improvement, I mean... is the government happy with this?

W: Yeah...I went to school in the south, I think the problem is the teachers. Most of them have no background in English.

N: How would you overcome this problem?

W: To conduct seminars, training, train them for two years and then maybe next year.

N: So...you do training to prepare teachers...

W: Yes.

-----stop for a while for coffee and tea served-----

N: What is the role of government in looking at English....I mean ....

W: policy of the government?

N: Yeah...policy of the government, do you have any idea about that?

W: Hmm....Just to rrrr...the government wants Thai people, the young Thai people to know English before learning in secondary school. So the government requires the primary school to teach English in prathom 1 just for speaking and listening skills. Just to speak and then be able to reply. In Bangkok there are 28 primary schools (teaching English from prathom 1). The number of primary school around Thailand under ONPEC is about 13,000. Some of them are very small.

.....(Thai speaking)

W: We have a project, mmm... sort of revolution or to improve schools in Thailand

Bangkok, 22 Sep 97

## B. Interview with Ajan Kusuma

K: First, English is taught in Royal school, maybe in Royal family.

N: So...the first idea is English was taught in the Royal family.

K: Yes...because they have contact when the foreigners come, and then they realised the important of English so the King told maybe to his son or daughter 'you need to learn English'.

N: Approximately, when was that, around which century?

K: Ah...in King Rama IV era, the 18th century. When the King realised the importance of English, so the King hired foreigners.

N: People from English speaking country?

K: Yes, to teach the family English, they taught the students in Royal school, then spread to people in the upper class. The first method they used was the direct method.

N: Ooh ... direct method.

K: They had English teacher and when English is spread beyond Royal school, and became more and more, they could not find or because it was expensive to hire foreigners in teaching them English, they started to train local (Thai) people to be able to teach them English.

(while waiting for Ajan Kusuma)

N: We've talked this morning a bit about history and ...

N: When approximately did the government, not the Royal family, think to implement English in primary education?

Other teachers:: More than 30 years ago, I think. I remember when I was about ten years old I started learning English.

N: So ... it was around the seventies ...

N: I mean the compulsory learning of English in formal education ...

Other teachers:: Many years ago ...

N: Why do you enjoy teaching English?

Other teachers:: Because I want to be a teacher, I like teaching.

N: Actually, I don't want to be a teacher. I just like the language.

(Ajan Kusuma come back)

K: Teaching in Royal family. Teacher used direct method and then after that when English was spread out, Thai teachers were trained and the grammar translation method was used. Long time ago.....even when I was in primary school I learnt English. Maybe since King Rama V era. They used direct method and then grammar translation.

### C. Interview with teacher in Charoensri

N: So when do these students start learning English, in which level does this class first learn English?

T: Somebody, year one ... some in prathom(year) five, some from kindergarten, and some from prathom one.

N: So this class has learnt English since prathom one. When did this school start teaching English?

T: From prathom one, kinder garten has.

N: Hmm ... this school is one step ahead of public schools. Right?

T: (laughing).

N: If I may ask you some questions. How long have you been teaching English?

T: Ten years. In the past I lived in Layong, the eastern part of Thailand. Then I came to south, here in this school I live for four years.

N: But you said you've been teaching English for ten years, it means that you taught English before.

T: But my English I think no better. I can't speak English very well.

N: Is English your major when you studied?

T: Yeah ... I graduated from Teacher's College.

N: And your major is English?

T: Yes.. major in English.

N: Now. I heard that the government has run a new policy to teach English in primary school. Do you know when the government start this programme?

T: I think very good.

N: I mean when ... what time?

T: this year.

N: start this year?

T: Yes, they start this year for prathom one.

N: What about in prathom five?

T: I think it is five, six years ago, ooh no ... many-many years ago.  
 N: Which prathom are you teaching now?  
 T: Prathom one and prathom six.  
 N: Do you have any difficulties in teaching prathom one?  
 T: Prathom one, the student is very naughty. They cannot to read and to spell, like 'book' they cannot spell /bi/-/ou/-/ou/-/kei/.  
 N: So, is it difficult for you to teach them?  
 T: I think in Thai not difficult, but in English , it's difficult. (laughing)  
 N: Do you thing the new policy change the practice in school generally?  
 T: I think, no change, I don't worry about the policy.  
 N: Do you find any difficulties in preparing the material, methods, etc.?  
 T: again ...  
 N: I mean in preparing the lesson, is it difficult to find the material?  
 T: It is easy to make, our school, the principle have another teacher to send material for each term. Many-many materials in this school.  
 N: From where you get the book?  
 T: I think, this is a new book for me.  
 N: What do you think of students' ability?  
 T: Good but very talkative. They very quick in learning English. They learn with the Pastor for one hour, tomorrow, this class.  
 N: How many hours a week students learn English?  
 T: Prathom 6 this class, 5 hours.  
 N: prathom 5?  
 T: Same.  
 N: What about prathom 1?  
 T: 6 hours. Me three, the Philippines (another teacher) 3 hours.  
 N: So you divide the hours? In one class there are two teachers.  
 T: Yes. In this class (prathom 6) me 3 hours, the pastor 2 hours.  
 N: So you reduce the hours in prathom 6.  
 T: Yes. Prathom 1 to 5, six hours per week.  
 N: So how do you arrange them?  
 T: Three days a week they learn English, 2 hours a day.  
 N: You started teaching English 10 years ago in primary school.  
 T: If the school is good, many parents send their children to that school, like this school.  
 N: In your opinion, do the students like English?  
 T: I think, the students more like me than the lesson.  
 N: Are you saying that it depends on the teacher?  
 T: Yes.  
 N: The policy doesn't change very much the practice, is that what you mean?  
 T: Yes. And because this school is good, so many students come to this school. This school started 6 years ago. Most teachers are Muslims and Buddhism and so are the students. Only few students are catholic.  
 N: Ooh ... that's interesting.  
 T: I am worry about speaking English, my English is not good. This morning I told the pastor that someone is coming to my class, but the pastor said : "Don't worry".

#### **D. Interview with primary school teacher in Tessaban**

N: How's English being taught in this school?

T: Before this, prathom 1 until 4 is not study, and begin to study this year. Before this new policy I teach English in prathom 5.

N: Do you find any difference in teaching before new policy and now?

T: Many differences. I teach prathom 3 to prathom 4, everybody not understand what's the meaning, and /a/ /b/ /c/ /d/ they don't know. And when 'open your book' there is a passage with many-many sentences but they don't know. but And I have to teach many-many things, I think and that's my problem.

N: I see ... but you have the book from prathom one ...the student's book and the workbook?

T: Prathom 1 and 2 study about listening and speaking. Prathom 3-6 study listening, speaking, reading and writing.

N: So, prathom 1 and 2 only listening and speaking.

T: Yes ...It's many problem when the students write the words, they don't know how to write in the book, and some words are difficult for them and also the sound. For example the sound of /g/. He says /k/ because in Thai language there is no sound /g/

N: I see ...

T: And also /l/ and /r/ no sounds like these in Thai. The students are difficult to say the sound because in Thai there's no sound like that. But Moslem student can say those sounds because Malay is pretty similar to English in terms of sound.

N: I see Thai language has different script or letters. I think this also makes them difficult in learning English because it uses different letters. But Malay uses Roman alphabet so there is no really a problem in terms of alphabet.

T: Yeah ... For example the word /school/ they say /sekun/

N: Hmm ... because Thai doesn't have /l/ sound.

T: No /l/ sound. So, when they teach, many-many times ... long time, I want the kids to say /l/ ....(laugh)

N: So, it's difficult. You have to train them again and again.

T: It's so slowly, more than the other friends.

#### **E. Interview with Aj. Fadillah, English teacher in Russamilae PS**

T: Student, twenty.

N: Yeah, the number of students is 20

T: Prathom 5, 41, 42.

N: So, there's only one class, prathom 5?

T: One class. One class for prathom 6. In prathom 1 is two classes. And another just one class.

N: So, only prathom 1 has two [parallel] classes and the rest just one.

T: Yes. (laughing). I cannot speak English.

N: You can speak English.

T: Cannot.

N: You can.

T: Cannot.

N: Why?

T: I try to speak English but cannot. My husband can speak.

N: You can. Now, you are speaking English.  
T: Little.  
N: So, you graduated from college?  
T: Yes.  
N: Major in English?  
T: No, no.  
N: What's your major subject?  
T: Geography.  
N: Oh. So, how come you then teach English?  
T: Nobody to teach English.  
N: Nobody teaches English so you decided to  
T: I like.  
N: You like English.  
T: I teach about 15 years. 8 years not here, another school.  
N: So, you've been teaching English here for 7 years.  
T: No, here 12 years.  
N: Hmm ... so 20 years for all.  
T: (laughing). Yes, 20 years. Sorry.



## Appendix G Interview with English Teachers in PS Manado, Indonesia

### A. Interview with teacher in public PS in Manado

Question: What is the reason in applying TEFL in your school? How long it has been doing? In what year?

Answer : *The reason to apply TEFL in our school is first to follow the policy of the government in teaching students English although it is only an elective subject but we think English is important to be learnt especially in supporting the policy of local government in the field of tourism, second is because English is an international language to approach free trade in the year of 2000 we think it useful for students to learn English. We started teaching English actually many years ago before there is a policy to teach students in primary level English. You know, this school was formerly a lab-school under IKIP but when IKIP moved to Tondano, the government i.e. Regional Office of the Ministry of Education and Culture took over this school and became a public primary school in 1989. So when the policy of government decided to teach English from primary, we just made some adjustment so it is in accordance with the policy. The subject is applied to students from year 4.*

Question: Do you find TEFL useful to be applied for students?

Answer: *Of course, it is very useful for them to learn a foreign language especially in preparing them to come across to the era of globalization.*

Question: Do you find any difficulties in planning and preparing material for the lesson?

Answer: *Hmmm.....difficulties....I think our difficulties actually is on preparing the report as part of the bureaucracy to our Boss where our work will be evaluated based on it. Oh ya, and also in preparing the teaching-aids to attract students attention.*

Question: Do you (teachers) think it is necessary to have EFL taught in primary school nationally in this era?

Answer: *Yes, it is very important to have it taught in PS throughout Indonesia in this era.*

Question: If yes, do you have any comments about how language policy should be regarding this matter?

Answer: *Of course, we need a policy that rules clearly what to do with this English subject. I mean the policy should state that English is a compulsory subject in PS and then explain clearly in what year it should start and then be flexible in determining the topics or let each region to determine the topics based on their interest which take into account their natural resources and their needs.*

Question: Do your students (as long as you concern) find any difficulties in learning English?

Answer: *Difficulties.....Yes, they do, especially those whose mother tongue is a local language but in general they are very fond of learning foreign language.*

## B. Interview with the Coordinator of Primary School English Teachers in Manado and Bitung

N=Nihta

M=Mrs. M

N: Bagaimana pendapat anda tentang pengajaran bahasa Inggris di SD?

M: Sekolah dasar itu sudah harus, jadi kami cuma lihat dari ketrampilan bukan mengajarkan apa bahasa Inggris itu. Jadi, ketrampilan berbahasa sebagai alat komunikasi ...

N: Jadi tujuan utama sebagai alat komunikasi. Karena notion of language itu kan as a tool of communication.

M: Ya ... dari segi itu, kita bisa melihat disesuaikan dengan kemampuan anak. Dari segi psikologis, jadi didaktik metodik juga. Malah di SD, lebih ada kemudahan ya ...

N: Betul, betul ...

M: ... anak menerima,

N: Ya, ingat teori Behaviorism dengan language acquisition devise (LAD)-nya.

M: Betul ...

N: Dari kelas berapa mereka belajar?

M: Anak belajar bahasa Inggris dari kelas 3, beginner. Kebetulan ada buku-buku muatan lokal dari daerah lain, cuma mulai dari kelas 4. Cuma dari semua itu kita lihat, kalau bicara muatan lokal, tentu disesuaikan dengan lokal daerah masing-masing. Kalau kita lihat dari DKI, muatan lokalnya di mana ya ... jadi hanya membicarakan bahasa Inggris secara keseluruhan, umum, jadi dari Aceh sampai Irian bisa pakai. Sementara kalau dari segi pertanggungjawaban, kalau hanya dibatasi dengan muatan lokal, saya berusaha memperkenalkan, pertama budaya daerah, yang cocok dengan kebutuhan daerah, sekaligus mempromosikan SULUT.

N: Betul ... karena kadang-kadang torang sendiri ndak tahu apa itu tourism,

M: Iya kalau dilihat dari segi kebutuhan ini, jadi jangan lari dari situ. Seperti how to pronounce *tinutuan*, how to spell it, seringkali kan turis-turis bertanya 'what is tinutuan?', jadi anak-anak bisa membantu dengan spelling yang benar seperti /ti/-/ai/-/en/-/yu/-/ti/-/yu/-/ei/-/en/. Mungkin dari situ turis-turis bisa kenal, *maengket*, kalau dari Gorontalo ada *binte biluhuta*, kalau dari Sangir ada istilah *ungke*, *momo*, itu kan hanya ada di daerah itu ...

N: Iya ... jangan sampai hilang karena pengaruh yang sangat besar dari kebudayaan barat, sampai spellingnya jadi ikut-ikutan ke sana sehingga salah.

M: Tidak lari dari kebutuhan daerah, memperkenalkan budaya daerah, tidak lari dari pribadi bangsa. Itu kan yang ditakutkan, belajar bahasa Inggris,

N: Jadi sama dengan mereka

M: Ya, akhirnya budaya Indonesia sudah tidak ada lagi. What for? Kita belajar bahasa Inggris untuk itu, jadi jangan sampai belajar bahasa Inggris, budaya bangsa jadi ndak ada lagi. Itu kan cuma alat komunikasi. Jadi dari segi itu tidak lari ... ya ... sepanjang itu. Kita coba lihat dari kemampuan anak, kita mulai dengan kelas 3. Itu kalau kurikulum muatan lokal, ada terbagi budaya daerah, budidaya taman, dan bahasa Inggris. Karena di sini sudah heterogen, jadi sudah ndak bisa fanatis dengan budaya daerah sendiri.

N: Jadi semua budaya daerah berusaha diakomodasikan ya ...

M: Begitulah ... anak-anak sudah tahu pronounce 'pato-pato', tahu to spell it. Jadi begitu, tanpa menghilangkan budaya daerah, kita coba menguasai bahasa Inggris sebagai alat komunikasi. Anak-anak kelas tiga punya motivasi bicara

N: ... apalagi sesuatu yang baru, menarik sekali.

M: Anak-anak MP sudah mulai malu kalau salah bicara. Usia-usia begitu sudah menjadi kendala.

N: Juga mungkin ada faktor-faktor dari luar yang mempengaruhi ...

M: Kalau jua dia sudah terlalu tinggal di daerah yang terlalu 'medok' bahasa daerahnya mempengaruhi juga dia belajar bahasa Inggris. Dialeknya ya ... membuat dia susah berbicara bahasa Inggris.

N: Betul ...

M: Seperti orang Sangir sangat susah mengucapkan sound /f/ dan /v/. Dialek terlalu mendominasi lidah. Karena itu sejak SD, dicoba untuk melemaskan lidah-lidah yang kaku karena dialek. Mungkin di alunan kata bisa berubah kemudian setelah proses belajar. Anak-anak sangat senang belajar bahasa Inggris. Tinggal ada beberapa orang tua yang complain, kalau seandainya kita tidak tahu didaktik-metodik, dilihat dari segi psikologi. Sering karena bicara bahasa asing, muatannya terlalu banyak yang dikasih. Coba menyesuaikan dulu mulai dengan menyanyi-menyanyi,

N: Iya ...

M: ... lagu-lagu Indonesia yang ditranslate ke bahasa Inggris, lagu yang anak-anak kenal seperti Bintang Kecil, Potong Bebek Angsa, dll. Sehingga anak-anak bisa mudah menyanyi yang kemudian disesuaikan dengan bahasa Inggris. Karena lagu-lagu anak-anak berbahasa Inggris isinya kurang relevan jika diajarkan kepada anak-anak di sini. Saya membawa beberapa kaset bahasa Inggris, lagu anak-anak sana, sewaktu mengunjungi Houston, tetapi isinya sudah berbau percintaan-percintaan ...

N: Di sana kan biasa itu ...

M: Iya ya ... di sana bukan masalah soal itu ... sementara bagi anak-anak di sini pasti akan bingung dengan kata-kata boyfriend and girlfriend ...

N: Hehehe ... memang pengertian 'boyfriend' dan 'girlfriend' di sini dan disana berbeda ...

M: Karena itu kita coba menyesuaikan dengan situasi anak-anak di sini. Jadi, setelah duduk di kelas 6, jika menemui abbreviation like AFTA, anak-anak cepat menangkap.

N: Betul ... karena mereka sudah familiar dengan kata-kata bahasa Inggrisnya ya ...

M: Iya ... jadi setelah masuk MP, ada motivasi karena si anak tidak kaku menyesuaikan dengan teman-teman lain karena dia punya kelebihan bahasa Inggris, sehingga tidak minder. Sekarang, bagaimana kita mau sosialisasikan ini supaya bisa diterima, dengan melihat prioritas, serta ada kebijaksanaan Pemda, Panca Program Unggulan. Kita lihat, apa ya... yang bisa Sulawesi Utara manfaatkan dari program ini. Setelah Kanwil telah mengeluarkan muatan lokal. Hanya sampai situ, tapi bagaimana pengembangannya, kita kerjasama dengan penerbit, kebetulan Intan Pariwara mau mendonasi pelaksanaan pelatihan untuk mengajar bahasa Inggris bagi guru-guru SD se-Manado dan Bitung.

N: Ini khusus untuk mengajar bahasa Inggris.

M: Ini bukan course, karena course punya target tertentu, pelatihan ini mau melihat kemampuan anak sampai dimana dia bisa terima pelajaran bahasa Inggris itu, jangan sampai merusak bahasa Indonesianya.

N: Betul, jangan sampai karena belajar bahasa Inggris, bahasa Indonesianya jadi tidak betul.

M: Iya ... karena ada perbedaan antara struktur bahasa Inggris dan Indonesia. Hukum DM dan MD, anak akan bingung kan ... Jadi dari segi itu, guru-guru dilatih, jangan sampai salah. Karena ada guru-guru yang ikut course, apa yang dia terima di course, itu juga yang

ditumpahkan kepada anak-anak padahal tidak sesuai dengan tingkat pemahaman mereka. Anak-anak sangat mudah terkesan dengan sesuatu, dan merubahnya susah. Jangan sampai setelah di MP, anak-anak stress dan mengeluh yang diajarkan di SD lain dengan di MP. Karena itu kita hati-hati sekali. Jadi pelan-pelan dulu, mulai dari yang paling sederhana, training how to pronounce, kemudian mulai dengan to be yang sederhana.

N: Betul ...

M: Nanti setelah itu baru melihat persamaan dan perbedaannya. Nanti setelah itu kelas 6 baru dengan Simple Present. Tapi memang paling mudah waktu seperti "I am teaching English now" or "What is Ani doing?" "She is singing a song", dst. Nah, ada satu ibuguru yang ikut course, apa yang dia dapat di course itu semua yang dia ajarkan kepada murid-murid padahal bobotnya sudah berat. Sehingga banyak orang tua yang mengeluh karena anak-anak yang memaksa orang tua untuk membantu mereka.

N: Syukur-syukur jika orang tua tahu ...

M: Itulah. Orang tua yang datang mengeluh itu kebetulan guru SMA. Dia bilang "aduh kenapa dia sudah belajar begitu susah". Karena itu pelan-pelan kita mulai menetralsir itu keadaan.

N: Betul ...

M: Karena itu saya bilang kepada guru-guru bahwa dalam rangka peningkatan mutu guru, maka mendorong guru untuk mengikuti course bukan merupakan pemaksaan tapi kebutuhan. Untuk belajar tentang perkembangan sekarang maka belajar bahasa Inggris itu harus, bukan terbatas hanya guru bahasa Inggris yang belajar dan tahu tapi guru mata pelajaran lain juga. Bagaimana dia bisa belajar tentang perkembangan sekarang, G7, itu kan semua istilah-istilah asing.

N: Iya harus memang ...

M: Itu mungkin kendala sehingga dikatakan guru-guru SD sekarang tertinggal di landasan. Padahal itu memang sudah harus. Jangan hanya berpikir sempit ke mata pelajaran yang diajar saja.

N: Iya ...

M: Jangan sampai anak-anak, karena fasilitas yang ada, lebih tahu dari guru.

N: Iya, anak-anak yang punya fasilitas di rumah akan lebih banyak tahu dari gurunya, ironis sekali ...

M: Karena itu kita coba ... sebab mengajar bahasa Inggris tidak semudah yang dibayangkan apalagi mengajar anak-anak SD, harus hati-hati jangan sampai merusak sikap anak terhadap bahasa Inggris dan juga merusak bahasa Indonesia karena mereka juga baru belajar bahasa Indonesia.

N: Ohya ... jangan sampai bahasa Indonesia mereka rusak ...

M: Jadi dari situ harus saya tangani kembali. Pengalaman dulu waktu SD Labor, testnya satu, tapi dibatasi dengan waktu per jenjang kelas. Karena menurut saya pengetahuan bahasa itu tidak bisa putus.

Pengetahuan bahasa Inggris sejak kelas tiga sampai dengan kelas enam harus berkesinambungan. Jadi pertama mulai dengan kata benda, kembali ke kata bantu. Terus mulai kalimat tanya sampai mulai dengan simple question. Semuanya ada seratus nomor, kelas tiga empat puluh nomor, dst, tapi waktu yang diberikan sama semua kelas. Kita coba dengan cara itu, efisien, efektif dan ekonomis. Dan tujuan bisa dicapai. Puisi juga baik untuk anak-anak belajar. Banyak yang saya bawa dari Amerika.

N: Ohya, Ibu ada berangkat ke States kan ... waktu lalu ... dalam rangka TEFL juga, betul?

M: Ya, saya ke Houston waktu itu. Banyak sekali puisi-puisi anak-anak yang baik untuk alat belajar. Pelan-pelan kita tanya pertanyaan sederhana untuk anak-anak. Saat diberi pre-test,

dengan bertanya siapa yang jadi subyek, cepat mereka bereaksi, bisa kita lihat nalar mereka jalan.

N: Iya ... nalar mereka memang mulai jalan ...

M: Kita juga ada alat permainan semacam semi computer. Pengenalan benda-benda, makanan, budaya. Jika benar ada score-nya. Pelan-pelan mulai belajar secara global.

N: Betul itu, yang penting sudah tahu dahulu kebudayaan sendiri kan ...

M: Iya ... Senang sekali kan asal tahu dulu tujuan akhir apa. Betul belajar bahasa Inggris, tapi what for?

N: Oh ya, penting sekali itu supaya tahu dengan jelas ke arah mana kita melangkah.

M: Perlu kejelasan tujuan akhir, baru kita menyusun strategi. Menciptakan suasana yang friendly itu penting, supaya anak-anak tertarik belajar.

N: Anak-anak memang, kita harus pandai menyesuaikan dengan mood mereka ...

M: Saya sempat bertanya kepada guru-guru teladan SD, MP. Mereka bilang, bahasa Inggris dulu jadi momok bagi mereka ... Saya tanya mengapa, mereka bilang guru bahasa Inggrisnya menakutkan ... hehehe ...

Karena itu sampai sekarang, di tingkat MP dan SMA, bahasa Inggris masih jadi momok yang menakutkan bagi pelajar. Saya tanya kepada guru-guru bahasa Inggris di MP/SMA, kenapa tidak menciptakan suasana yang menyenangkan supaya murid-murid pun senang belajar.

N: Tapi kita juga harus ingat, mungkin saja sikap guru yang tampil menakutkan adalah salah satu triknya untuk menutupi kekurangan/kelemahan dirinya dalam bahasa Inggris ... bisa saja kan ...

M: Bisa saja ... Memang paling penting itu menciptakan suasana belajar yang friendly supaya anak-anak pun senang belajar ... Motivasi lain dalam belajar bahasa Inggris di SD, supaya si siswa setelah masuk ke jenjang yang lebih tinggi yaitu MP, merasa punya harga diri karena memiliki pengetahuan bahasa Inggris lebih dari anak-anak lain yang belum sempat belajar bahasa Inggris sewaktu di SD.

N: Ya, membentuk rasa percaya diri itu perlu ...

M: Kemudian juga dengan belajar lagu-lagu rohani. Di SD, kita juga melatih anak-anak untuk belajar mencari arti kata di kamus sehingga terbiasa dan tahu cara menggunakan kamus. Mengetahui dengan jelas arti itu penting, bukan hanya sekadar menghafal kosa-kata. For example, we order the pupils: pls remember benda-benda yang ada di kelas tentu sambil bermain, terus cepat pindah ke 'something in your bedroom', tanpa sadar nalarnya mulai jalan tanpa paksaan. Dengan begitu anak-anak tidak merasa belajar itu suatu beban.

N: Memang ... menghafal itu bukan tidak penting tapi jika hanya sampai pada menghafal dan tidak mengerti maknanya ... dan tidak bisa berkomunikasi ... maka percuma saja.

M: Iya ... Nah, anak-anak sekarang sudah semakin kritis sehingga mereka cepat untuk complain. Memang yang harus dipikirkan teknik apa yang tepat untuk diterapkan pada anak-anak. Tidak perlu banyak-banyak menentukan tujuan, yang penting target/sasaran dicapai.

N: Anak-anak memang akan merasa senang jika belajar tanpa dipaksa, hanya seperti bermain ... tetapi nalar mereka tetap jalan ...

M: Begitu anak-anak tidak merasakan suatu beban. Yang penting capai sasaran dulu. Memang tugas administratif terlalu banyak dan menyita waktu, sampai sekarang belum ada format yang pas.

N: Karena itu saya pikir sebenarnya guru-guru di tingkat dasar harus diberi perhatian lebih karena mereka bertugas meletakkan dasar bagi anak-anak, guru-guru di tingkat menengah tinggal melanjutkan.

M: Sekarang memang guru-guru SD sedang ditingkatkan mutunya, diharapkan menguasai bidang-bidang yang lain (integrated) supaya berpengetahuan luas, bukan hanya terbatas pada bidang studi yang diajarkannya. Guru-guru SD jaman sekarang berbeda dengan yang dulu, mereka sekarang dituntut untuk meningkatkan diri sehingga tidak ketinggalan dengan perkembangan dunia masa kini. Tentang guru, jangan hanya dilihat dari bagaimana dia mengajar, harus kita lihat latar belakang guru, banyak faktor yang mempengaruhi misalnya tanggung jawab kepada keluarga, lingkungan, masyarakat.

## Translation of the interview 2 (translated by N.L.)

N: What's your opinion about EFL program in primary school?

M: It should have been a must in primary school. So, we focus on the skill not teach what is English. Language skill as a tool of communication.

N: Thus, the main goal is as a tool of communication. Because the notion of language is as a tool of communication, isn't it?

M: Yes, from that point of view, we can adjust based on children's competence. Thus, from psychological, didactic and methodic point of views. Even, I think, in primary school, it is more easily ...

N: Right, right ...

M: ... children receive,

N: Yes, remember Behaviourism theory with its language acquisition device- (LAD)

M: That's right.

N: From which grade they start learning English?

M: Children learn English from grade 3, as beginners. There are some local content textbooks from other region, but they are for year 4. After all, if we are dealing with local content, it depends on local resources from each region. For instance, DKI Jakarta, the textbooks are general, they don't have local content material. That's why from Aceh to Irian, every region can use them. On the other hand, if it limits to local content, I try to introduce the children, first local culture as well as promoting SULUT (north Sulawesi).

N: That's good ... because sometimes local people themselves do not know what tourism is.

M: Yes, if it is viewed from this particular need. For example, how to pronounce '*tinutuan*' (rice cooked with various vegetables), how to spell it correctly. Tourists often ask 'what is *tinutuan*?'. By this way, children can help with the correct spelling. Hopefully, by this, tourists will know local culture. '*Maengket*' (traditional dance in Minahasa), in '*binte biluhuta*' (corn cooked with various herbs) from Gorontalo, and from Sangir Talaud, terms like '*ungke*' (boy), '*momo*' (girl). These are all unique from its own area.

N: Yes, that's right. It is important to keep this local culture. Don't let it disappear because of a great influence of western culture. To keep the spelling original and not to let them loose the characteristic.

M: It is something related to regional need, to introduce local culture, and it also maintain the unique of this nation. That's what actually the fright of learning English.

N: Being like them

M: Yeah, which at last will make us lost out culture. What for? We learn English not in order to lose our culture. We learn it for communication. As long as we are still on the right track, keep going. In terms EFL program in PS, we try to adjust it with children's competence, we start from grade 3. In the local content subject, there are several sub subject ie. local culture,

plant cultivation, and English. Nowadays, here (in this city) it is no longer homogenous but heterogenous, we can be very fanatic to our own culture.

N: So every culture is tried to be accommodated, isn't it?

M: Yes, it is so. Children have known to pronounce '*pato-pato*' (traditional dance from Sangir), and to spell it. So without neglecting local culture, we try to learn English as a tool of communication. Children in year 3 have good motivation to speak.

N: Yes, especially something new is very interesting for them.

M: In MP (Junior High School), students start to feel embarrassed if they make mistakes. At this age, students are not as brave as children in primary level.

N: And also, there external factors which affect them.

M: Living too far from the city and where the local language is very strong will affect those who learn English. Dialect will make them difficult to speak English.

N: Correct.

M: For example, those who are from Sangir are very difficult to pronounce sounds /f/ and /v/. Therefore, from primary school, they are trained to stretch their stiff tongue because of dialect or local languages. It is hoped to change along the period of studying. Children are very fond of learning English. However, there are several parents who complain, if we don't know didactic-methodology and also from psychological point of view. It often happens, because of speaking foreign language, the content is too much. Try to adjust by singing first.

N: Mmm ...

M: Songs translated into English are those which children know such as 'Bintang Kecil', 'Potong Bebek Angsa'. This is to make easier for the children to start with. There are many children English songs but they are not very relevant to use for children in Indonesia. I bought some tapes of English songs for children from Houston, but it is not suitable for children here.

N: Yeah ...

M: That's why, we try to adapt with the situation here. So, when they are in grade 6, if they find abbreviation like AFTA, they are very quick in catching it.

N: That's right, because they have already been familiar with English words ...

M: Yes, so when they enter MP, they are motivated because they have known English (note: not every PS has EFL program) compare to others. We have to look at a priority and also the policy of regional government. We have to consider as well what's useful of this program for this region. The most important thing is how to develop this program according to the benefits this region will get. Therefore, we cooperate with publisher, to fund a training for primary school English teachers in Manado and Bitung.

N: This is only for EFL program.

M: Yes, but this is not a course, because a course has a special goal while this training is to provide teachers with the right information and methodology in delivering the lesson. This is to enable teachers in assessing children competence so learning English will not ruin children's Indonesian.

N: That's right, we have to avoid children's Indonesia become bad because of learning English.

M: Yes, because English grammar is different from Indonesian's especially in terms of DM (Diterangkan Menerangkan-noun and modifier) and MD. This will easily confuse them. So, teachers are prepared to cope with these problems. There is an indication that teachers who attend an English course teach what they learn without adapting them, even some are not appropriate yet for they to learn. It is important to bear in mind that children at this age are easily impressed with something new and it is difficult to change it later on. We should start

with a simple thing, practising how to pronounce correctly until the time is right for them to learn simple grammar and so on.

N: Yes ...

M: Later on, they will see the similarity and differences. At year 6, they start with Simple Present Tense, but still the simple forms.

N: Mmm ...

M: That's why to increase human resources, I encourage the teachers to attend courses to develop their skill and broaden their knowledge. So they can be up to date with current situation including all the foreign terms used globally.

N: Yes, it is a must actually ...

M: That's actually the problem. PS teachers are said to be left behind. In fact it is a need nowadays, not only to focus on the subject they teach.

N: Yes

M: We have to be aware of the modern facility, it could happen that children know more than teachers.

N: Yeah, those who have more facilities at home such as computer and internet will have more information than the teacher. This is very ironic.

M: That's why we try because teaching English is not as easy as most people think especially in primary school. We should be very careful not to destroy children's behaviour towards English as well as Indonesian because at this stage they also just learnt Indonesian.

.....

M: I brought English poems from the State. They are good for children to learn. When I use them to teach, I ask them simple questions such as who/what is the subject and I notice that they are very reactive and active. Their mind is responding to such activity.

N: Yes ...

M: We also have a semi computer game. Introducing things, food, culture from abroad. Slowly they learn more global.

N: Yes, it's good specially they have learnt local culture first.

M: Yes, it is much fun. The most important thing is to know the goals to be able to arrange the strategy.

N: Yes, it's very important so we know in which direction we are going.

M: It's also important to create a friendly situation so the children are attracted to learn.

N: We have to be smart to adjust with their mood.

M: Once I've asked the achievers of teachers of SD and MP. They said, English was like a 'ghost' for them. I asked why and they said the English teacher is so terrifying ... hehehe ... That's why, until now, at MP and SMA, English is still like a 'ghost'. So, why don't we as teachers create a friendly and enjoyable situation for the students to learn happily.

N: Hehehe ... but maybe, teacher's behaviour to appear frightening is one of the tricks to cover his or her less competence in English ... it might happen ...

M: Yes, it's possible. But the most important thing is to create this friendly environment for learning. Other motivation in learning English in primary school is when the children enter higher level, SMP they have pride of having knowledge of English which others don't.

N: Yes, to form a feeling of confidence is important.

M: Other thing is learning religious songs. In PS, we also teach children to use dictionary, look for words in the dictionary. To know the meaning of words is important rather than just memorising them. For example, we order the pupils: "please remember things in class while playing, and then move on to 'something in your bedroom'. Their mind works without they realise. By this way, children will not feel that studying is a burden.



N: That's right, memorising is important but understanding is more important to enable them to communicate.

M: Yes, children now are very critical and they are easily to complain if something is going wrong. Therefore, it is not necessary to determine more goals and unable to attain them. It is better to just have simple and few goals but successfully achieved.

N: Yes, that's right. Children like learning and playing, not necessary to force them.

M: It is a fact that there are a lot of administrative tasks which consume much time, and until now there is no standard format.

N: That's why, I think, teachers in PS should be given better attention because they are responsible to establish the foundation for children.

M: That's right, the quality of PS teachers are now being improved. They are expected to master other fields (integrated) so they become broad-minded. PS teachers nowadays are different from the past. They are now being asked to improve their competence so they can cope with present development. About teacher, do not just look at how she or he teaches, but also his or her background. Many factors may affect for example responsibility to family, relatives and the society.

## Appendix H FIELDWORK DIARY

### Section A: Monday, 08/09/97

Arriving in Pattani, meeting Ajan Pajom, the International Affairs V/President as well as a lecturer in PSU. Having an interesting talk about English and its teaching in Thailand with her. Her experience in learning English since she was in primary school until high school, doesn't help her much in communicating in English good enough and so has she found with her students. This indication is mostly experienced by students nowadays. Another thing that she noted is communication skill is the goal in learning English, however the entrance test to the university is mostly based on grammar.

### Section B: Tuesday, 09/09/97

*The 'Satit' Demonstration School in the Prince of Songkhla University, Pattani.*

Observing class at 09.10-10.00 am with a teacher trainee, Piyamas in Mathayom (year) 12. Topic being taught is 'Direction'. The teacher uses Thai as the medium of instruction. The class is quiet, seems that the students are obedient. Under this topic, the teacher is introducing the parts of Thailand.

In this secondary level, each class learn English for 4 hours plus 2 supplementary English hours in a week (1 period consists of 50"). In the upper level (start from M4) the students are split into Arts and Science classes. There are 30 students in this class. Sit at the back with Aj. Panjai, the head of FL section in this school.

Next class of observation is in M5/2 at 10.05-10.55. Due to an electricity problem, the class is conducted in the foyer (reasons: dark and hot). For me, it's very unusual! In fact, sitting on the floor outside, the students look more relax. Still the medium of communication is Thai. The teacher who is a lady graduated from Chu Lang Long Korn University (considered as number one University in Thailand). All students have their own book. There are 29 of them.

The lesson is on grammar about 'as if and as though'. In this school, students in senior high school still wear short pants while in Indonesia, only primary and Junior high School students wear short pants, senior high school students wear long pants. To do the exercises, the teacher classifies the students into pairs. After finish, they check the answer together by reading them together or one by one, in turn.

Next class at 11.00-11.50 in M4/4 with Sulaiya, a teacher graduated from International Islamic Uni. in Kuala Lumpur. She is wearing 'jilbab', about the same age as mine. This class was supposed to be in Laboratory, but due to electricity failure, it is done in home room. The topic is about Numbers. Cardinal numbers: 1,2,3 etc. show the quantity, Ordinal numbers: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc. show order. There are 23 students in this class. The teacher speaks most English rather than Thai. The class seems relax maybe because the teacher is still young and relax too. They also learn the week, months, how to say and write e.g. Sat 23<sup>rd</sup> December.

Now, I am in M2/2 at 12.50-13.40 with Fatimah, another muslim teacher. The lesson is 'listening and speaking' test. The students come to the teacher one by one to tell about themselves and their interests. While others are doing this oral test, the teacher also distributes exercises on a piece of paper to be done by students who're not on turn. It seems that the students in this class are quite active and able to express themselves. At least they can express who they are and what their interests are. They just probably memorised it, but in factm they can perform it.

Having lunch with Ajan Kusuma and Sulaiya. While having our lunch, we talk about studying English abroad. Aj. Kusuma is an Associate Professor, acting as VC in Academic Affairs.

Now, I am in M2/3 at 13.40-14.30 with a teacher trainee and Aj. Somporn. The lesson of the day is 'listening'. The story is a myth about how the sun, moon, and stars got into the sky. The students are given a cloze procedure exercise, and they are asked to complete the exercise while listening to the story from a tape-recorder. Some mistype in the text for exercise. It doesn't go along with the tape.

TEFL started in the Royal Family as the realisation of the importance of having relationships with the foreigners. They hire English teacher from English-speaking countries. But since, foreign English teacher is expensive, they are then motivated to train their own teacher to teach English. The method used at that time was Direct method and Grammar translation method. English began to be taught in primary level in 1978 as an elective subject, then after become a compulsory subject. It started from year 5.

### **Section C: Wednesday, 10/09/97**

#### *C.1. Charoensri Catholic PS*

##### 08.30 am

Teacher A is teaching her students "Dangerous Animals". The class is year 6 class with about 50 students. Teacher uses both Thai and English as a medium of instruction. Teacher teaches some vocabulary to the students. Showing chart of words, she asks the students to make a sentence with the words given. Then teacher asks the students to pronounce the words after giving them example. The words are: frog, snake, wild pig, poison, squeezing, swallowing, eating, and lion.

Afterwards, teacher distributes a sheet of animal pictures and their names. Students have to match each name with its picture. Then check the answers by asking the students one by one. It seems to me that the students are able to do the exercises quite well.

Next, the teacher ask them to open the students' textbook and read the text of Dangerous Animal. The teacher reads the text first then asks the students to repeat after her, sentence by sentence in a paragraph. Then she lets the students read the whole first paragraph by themselves. Then the teacher explains the paragraph in Thai. Ask questions to students about the content of the paragraph to check students' comprehension about the text. (Noise interrupting from next-door class!) Teacher does the same thing with next paragraph.

(The classroom has two entrances, one in front and one at the back, allowing much air, no need for fan or AC).

The teacher asks the students to make a summary of the story, pointing to several students to do it in turn.

The class lasts 100" (2 x 50")

The teacher gives assignment then resumes the lesson.

The students do the exercise.

This teacher has been teaching English for 10 years, graduated from Teacher's college, majoring in English. The book used is Let's Learn English. The Catholic board chose the book for guidance. This teacher also teaches year 1 students. She said that the students are naughty (which is normal, I suppose). She finds it difficult if she teaches English by using English but in Thai, not!

#### **Section D: Thursday, 11/09/97**

Today, the schedule is to visit Rusamillae but due to the launching of their new sound-lab (Government's aid), there will be no class, postpone till tomorrow. Instead, I'll visit Tessaban 5 primary school, located in the heart of Pattani.

*Tessaban 5*

##### D.1. 10.00 am

In this class, year 5, students are sitting in 6 groups of 5. The teacher B, a Moslem lady, graduated from Uni, majoring in English. The teacher uses aids in teaching plural and singular. Still, the teacher uses Thai and English in turn as the medium of instruction (noisy sounds from outside, building construction to expand the school). The students keep looking at me sitting at the back of the room. (I think, my attendance attracts students' attention - I took 2 shots from my camera). The students seem to not really enjoy the subject. The students are asked to repeat after the teacher, saying : piece-pieces, box-boxes, ...etc. The teacher will be teaching for a period of 1 x 50". After doing the repetition as a class, the teacher points to the students to do it one by one.

The students' book is written in English and Thai (I think), I heard them read Thai words from the book. Now, teacher asks the students to open their workbook to show their homework.

#### D.2. 10.30 am

(Note: this class started learning English this year! Year 5 has 2 parallel classes. This school is a public school. The teacher has a good performance and quite good in English.

With the same teacher, I move to another year 5 class (the size of class is about the same as the previous one). I think the teacher is teaching students vowels a, e, i, o, u. Teacher picks a vowel than asks the students to find words containing that vowel, such as /a/: man, fan, cat, map, arm, /e/: leg, red, bed, chicken, etc. After having the examples of all vowels, teacher points to the words written on the board and asks the students to pronounce those words. (This school uses "On the Springboard" for students textbook). Then they open the textbook to practise other words written in the book. Teacher asks the students (one by one) to mention word with certain vowel.

Some instructions like open, close, stand up, are spoken in English. Students then get used to listening to those words. Thai students find difficulties in learning English, especially in pronunciation, because some English sounds do not exist in Thai language.

Notes: Year 1-4, 4 times a week (each period 30")

Year 5-6, 5 times a week (each period 50")

#### D.3. 12.30 pm

Now, year 4/1, about 40 students. The book used is Whoopee! English.

They are learning about The Body/Where is it? (interruption sound from the class next door).

The teacher uses her parts of the body. At present, she teaches: hand, fingers, thumbkin, pointer, tallman, ringman, tiny. The teacher keeps repeating, showing each finger and asks the students to mention the finger's name. Then the teacher teaches them song about fingers "Where is thumbkin, where is thumbkin? Here I am, here I am. How are you this morning? Very well, I thank you. Run away, run away."

The teacher should be able to present good examples to students, especially when pronouncing the words.

#### D.4. 13.00 pm

Another year 4 class, the size of about 40 students. The same lesson as the previous class. Most students are just mumbling (I think), they don't know what they are saying. This class is a bit slow compared to the former one. The class lasts 45" (should have finished after 30").

D.5. 13.50 pm

Year 3/1, 40 students.

Teaching the English alphabet. Here the teacher has to give correct examples, so the students can imitate the correct one. Also new words like pencil, ...

Both teacher and students look tired.

In introducing words, the teacher also shows the things to help students recognise and understand easily. Asking questions, practising Yes/No Questions.

D.6. 14.15 pm

Year 3/2, 35 students.

Running out of energy, students, teacher, even ME! (hehehe ...) The class is not well cleaned, dirty, smelly! School hours: 8.30 - 4.30!

**Section E: Friday, 12/09/97**

*Rusamillae PS*

E.1. 10.00 am

Year 5 with Teacher C: Aj. Fadilah.

Students in this class have Malay not Thai as their mother tongue. In school, they have to learn Thai as their second language and then English as a FL. Students with Malay background find it a bit easier than those with Thai background to learn English.

Year 1 - 4 → 2 days 30" each period, and other 3 days 20" each period.

Year 5 - 6 → 5 days with 50" each period.

E.2. 11.00 am

Year 6, the same teacher, 20 students.

Teacher uses cards sticking on the board. The cards are names of things in Thai.

She then asks one student to draw the picture of something written on the card. After that she asks another student to write the English term for that picture. The teacher gives two cards to two students. One card is a picture, the other is its name written in Thai. Then she asks the students holding card with picture to draw the picture on the board. She also asks the other student to write the English term for that picture. Then asking them to say the

words in English. After practising the words prepared orally, the teacher asks the students to open their textbook. They then practise to pronounce names of places and occupations written in the book as a class, after that they are asked to do it individually. The book used is "English is Fun". Teacher then asks them to stand up and practise in pairs. Those who finished can sit.

S1 : "I am going to the hospital. Where are you going?"

S2: "To the market"

and so forth.

Thai and English are used in turn as a medium of instruction.

Substitution drill, teacher speaks, students repeat. Teacher explains the meaning of the words in Thai. English is taught only in year 1,2,5,6 due to lack of teachers. Year 1 and 2 have been learning English since last year.

#### E.3. 13.00 pm

Year 2, 30 students. The class starts by singing some songs (songs teacher has taught in advance). The teacher distributes cards with a letter of the alphabet and lets the students get familiar with the English letters. The students work in groups of four. Teacher asks them to put the letters in order A-J. The students look enthusiastic. While the students are working, the teacher looks around the class to make sure that they are doing well. In fact, they did well. Then they practise within the group, asking one another certain letter in turn.

Then they practise the expression : "Give me (something), please". Do this in chain.

#### E.4. 13.30 pm

Year 1, 20 students.

Seems to me that the students are very fond of learning English. Teacher tries to show the difference of 'big' and 'small'.

### **Section F: Wednesday, 17/09/97**

#### *F.1. Wat- Tapood PS*

Visit a public school in Samphran District.



Year 6, 27 students. They are in sound-lab. (The teacher who is teaching this class has history background. Teacher D has been teaching English for two years. She uses Thai most of the time). The students are doing imitation of the English sounds from the audio hi-fi. Sound is pronounced from the tape, students have to write it down. The sound-lab is equipped with 40 booths, 2 TVs, 2 speakers, 1 PC with CD-Rom.

I'm not sure whether the students found it useful to learn in sound-lab. "The English is Fun" is the book used in this school.

Notes: lack of qualified English teachers, although government has provided this school with sound-lab.

#### *F.2. Wat Donway PS*

This school has its English-language room. When English is in the schedule, the students come to this room. The room is decorated with pictures and words as aids in learning English.

This is year 6 class, 34 students. This class started learning English two years ago. Teacher E, with anthropology background, has been teaching English for 10 years. He likes English. It is a 50" lesson. First, the students are given a sheet of paper. The topic is about asking the way. The teacher reads a short dialogue, the students repeat after him. Then they are asked to open their work-book to do the exercise. They then practise the dialogue in pairs, by making an appropriate change like the names and the address. They use "On the Springboard".

Year 6 studies English 6 hrs/wk. It is divided one hour per day, except on Tues for 2 hrs.

Teacher's own points: lack of English teachers (there are only 2 in that school), not well-prepared in launching the new curriculum where English should be taught from year one. The English teacher actually does not major in English but he likes English, as he said: "I majored in Anthropology but I teach English because I like learning English". This teacher won a teachers' competition in making teaching-aids in Nakornpathom Province in 1996.

#### **Section G: Thursday, 18/09/97**

Visit St. Joseph PS. The students are all boys.

##### G.1. 12.30 pm

Year 3/6, 60 students. This is a review lesson. Next week exam.

The students are doing spelling with vocabulary. There is a list of words in English, the students are asked to find the similar words in Thai. The students do the words dictated by the teacher, and spell the English and Thai a class.

(Teachers teaching English in this school are selected. They must graduate from university or college majoring in English.)

Next activity is to divide the class into 2 groups. Teacher shows certain letter, each group will appoint one representative to write on the board some words starting with the letter shown by the teacher F. The group that can write correct words and can find long words is the winner. Usually teacher limits the amount of words, at t least ten. The students in this class are very active.

English is taught at every level, everyday, a period /day for 50 minutes.

Next activity, teacher writes 3 questions on the board together with pictures (to help the students understand the questions). Since this a review lesson, the students find it easy to do the activity and the tasks given by the teacher.

#### G.2. 14.00 pm

I've got a chance to talk with the coordinator of English in the same school, teacher G. She also teaches year 6. She shows me the students' work with topic Present Continuous Tense (at this level, teachers start teaching structure). The students drew pictures which show an on-going activity and wrote sentences about the picture/activity they described. I found this very good. The teachers are encouraged to be creative in presenting the lesson to make it interesting for their students. It seems that the students are fond of learning English. In this primary school, there are 38 classes, 13 English teachers. They have the facility of sound-lab which is mostly used by years 4-6.

#### **Section H: Friday, 19/09/97**

*Marie Uphatham PS*

#### H.1. 08.30 am

Year ½ in Marie Uphatham PS, girls school. 53 students. The class starts with singing English songs. Teacher H is female. She used Thai most of the time. The students are sitting in groups of 4.

First activity is practising Yes/No Questions. The groups are named after some tools/things they have already learned before. The teacher shows a pencil and asks the students : "Is this a ruler?" Students answer: "No, it isn't". Teacher changes it to other things and asks the same questions. After doing this for several times, she then points to one student from a group, this student then point to another student from another group to practise this pattern in front of the class. The applause is given after they did it. Then the students are asked to practise in pairs. While they are practising, the teacher walks around the class to check. Next, the teacher attaches some cards on the board. Teacher asks the students to spell the word pointed to by the teacher, say it and then mention its similar word in Thai. After doing the 9 words and practising them 2 times, teacher then covers one word and asks the students to do the steps. This activity aims to let the students remember the word, the spelling, the pronunciation and also the meaning in Thai. After doing this activity, they clap hands and count one to ten (another practise). At last, teacher writes some questions on the board to check students' comprehension of what they have just learned.

This teacher is the-home-room teacher for this class which means that she is in charge of the class so she knows her students well. She has no major background in English but she likes English. This motivates her to teach English.

In this school, English is taught at every level, 5 days for one period of 50 minutes each day.

#### H.2. 09.45 am

Year 3/3, 55 students.

Teacher I is teaching Singular and Plural for Pronouns.

The boys - they; a nurse - she; etc.

To check if the students understand, teacher always asks then in Thai, and asks them to translate into Thai. This teacher is majoring in business but she likes English so she takes the chance to teach English since this school lacks an English teacher.

#### H.3. 10.30 am

Year 1/1, 54 students. The teacher J has been teaching English for 10 years. She has not majored in English. She is teaching a lesson with topic "Article a, an" which goes with the nouns followed.

General problem (if I may say so) is pronunciation (much influenced by Thai, native language spoken everyday).

Textbook: Let's Learn English.

#### H.4. 11.30 am

Year 5/3, 52 students.

Spelling, saying the word, that the Thai word seems to be the style in TEFL at every level of primary school in Thai. The class is having a review lesson, exam will be the week after.

Reviewing the Present Progressive and Simple Present. Check the exercise one by one.

#### **Section I: Tuesday, 23/09/97**

*Bankunprathade PS, Nongkhaem*

A short visit to this school.

Talk to the English-subject coordinator.

Only one English class today, been able to see the class though its time is almost up.

#### **Section J: Thursday, 25/09/97**

Visiting the Satit (Demonstration Primary School) of Khon Khaen University. Talk with the English teacher (teacher K) in the morning about teaching and learning English in this primary school. This school has just opened with classes only up to year 4. There is only one English teacher in the school. The teacher said that the students like learning English very much. She herself did not major in English but she likes teaching English, especially at primary level. For her, she found no problem in teaching her students. My own impression: she seems to be very careful in talking with me. She doesn't want to tell what actually is going

on (I assume) in the class and the school. It might be for her own school's business. After talking, I then make an appointment to see her again this afternoon, visiting her class.

### 01.30 pm

In the afternoon, the teacher is doing a review with her students in prathom (year) 3/2. The week after this week, they will have an exam. First, she shows pictures and let her students mention the English term for things in the picture. This is done several times. After that, they practice listening skill. The teacher plays a cassette and the students have to answer the questions in the book by listening to the tape recorder. In my opinion, this activity is too difficult unless they have listened to this tape many times which I assume they did as this is a review class. This school is using the book "Let's Go English" written in English. A comment for this activity: the speaker in the cassette is a native speaker with normal speed and tone.

On the side of the students, some look as if they understand, some are just playing, especially those who are sitting at the back row. As a medium of instruction, the teacher uses both English and Thai.

There are too many exercises, I think, for this year 3 class.

Then, the students have to practice a dialogue in pairs to be marked.

Students who really like English, they practice by themselves enthusiastically on their desk before seeing the teacher. No point in being shy. They say English is fun and that's why they like it. There are students saying that they like English because they like learning other languages.

But some students say that they don't like English because it is difficult.

The class finishes after one hour period.

### **Section K: Friday, 26/09/97**

#### K.1. 09.00 am

I took a chance to visit this bilingual school located in town of Khon Khaen. This bilingual school has just opened in May'97. There are 2 classes. The first one is a pre-school class (like kindergarten). There are 15 students in the class. The teacher is a young woman, English native speaker. The other class is equal to year 1 in PS. The number of students is about the

same as in the previous class. The teacher is a young man, English-native speaker as well. Besides these native speaker teachers, there are also Thai-speaking teachers in each class. Actually, this is not the type of school I am looking for, but it's nice to get a chance in observing this special school in my spare time. The language used is 70 % English and 30 % Thai. The way classrooms are set up is very informal, lively, and relaxing. There are many pictures with different purposes to help the process of learning. Most students are very open and not shy. This bilingual school is a pilot project school.

*Chumchonbanchonnabot PS, Chonnabot, Khon Khaen.*

K.2. 01.00 pm

Year one with 38 students.

The teacher (teacher L) has 30 years experience in teaching. He started teaching English 10 years ago. This is a review class, teaching the use of 'this' and 'that'. Teacher shows pictures of various fruit. The languages used are Thai, Isan dialect and very little English. Textbook used is "My English".

The students look curious about my coming to their class. I notice that the students, at least, have been able to say the English alphabet.

In this school, students in year 1 and 2 learn English 2 times a week for 1 hour each time.

**The outcome goals set up by the government after learning English for 2 years (year 1 and 2) :**

- 1. Be able to respond in a simple way in English.**
- 2. Be able to follow simple instructions.**
- 3. Be able to pronounce the English alphabet and simple sentences.**
- 4. Have a good attitude towards English.**

This class has been taught by this particular teacher for only 1 month. In his experience, he found that students actually like learning English. He himself agrees with the idea of teaching English in early level of education.

### Manado Notes

#### **Section L: Wednesday, 15/10/97**

Year 4 students. Only 20 students turn up (first week of school after holiday). 40 minutes. The class starts by doing some formal greetings in English. Today, their activity is singing songs. Teacher has prepared the songs written on a big paper and stick it on the board.

The teacher asks the students whether they like singing songs or not, the students answer "Yes" as a class. Then the teacher read the song word by word, let the students to repeat after her. After the whole song has been read, the teacher then sings the tune of the song which is actually familiar for the students because the song is known by most Indonesian children and has been translated into English with some changes to fit the tune. The teacher then explains the meaning of the song in Indonesian and get the students to pronounce the words correctly again. Then, asking them to sing the song line by line until they are able to sing it by themselves as a class. When they are able to do it, teacher divides the class into two group and asks each group to sing in turn. Then teacher divides each of these two groups into two, to make 4 groups and let them sing the songs in turn till the time is finished.

They learn two songs "Twinkle, Twinkle Little Star" and "Cute Little Star".

The students look happy and enjoy learning songs especially in English. English does not look so difficult to learn in this way, which is different from the opinion of most students in Junior High School so far.

#### **Section M: Monday, 20/10/97**

This teacher I talk to teaches year 4. She is now attending an English course run by IKIP (The Institute of Teacher Training and Education) Manado. This course as she said aims to increase the knowledge of teacher in teaching English. She likes teaching English and finds that children like learning English too. Problem in preparing the administrative stuffs required by the Ministry of Education c.q. its branch office in the provincial city. The school where she teaches has been teaching English to their students years ago even before there is a policy to teach English in PS.

#### **Section N: Friday, 24/10/97**

Another English teacher who has retired but still teaching English (because of lack of English teacher) said that 'we should teach the children skills of language not what is language'. The aim of learning language is to communicate, she explained further. She found that children like learning English very much. She has been teaching for 30 years. She just comes to school when she is scheduled to teach English. "It's good now that the government has released a policy where English can be taught in primary level of education".

#### **Section O: Monday, 23/11/98**

Visit Morphet Vale PS with Linna Ruggiero (Indonesian Language Adviser in LMRC, Newton, Adelaide). The Indonesian teacher is Mrs Kaye McGeever, very nice lady.

The first class I observed is a combined years 3 and 4 pupils.

In this school, Indonesian is taught twice a week for each class, with 55" each meeting. It is taught in every level from Kindergarten through Year 7.

The Indonesian classroom has good resources and very-well decorated. This help the teacher to use the teaching aids which are displayed and within a reach.

After this class, another combined years 4 and 5 pupils come to this class. The number of pupils in each class are relatively equal, not more than 30.

The class usually start with the lesson of the day for about 10-15 minutes. In this session, the children sit on the floor close to the board, very relaxed. After that, they will be asked to sit in groups and do the exercises.

At this school, every Friday is reserved for those who are, according to teacher's evaluation, left behind the schedule. At this time, these pupils are given extra lesson so they can cope with their friends.



## Appendix I Indonesian Primary School Classrooms Data

T= teacher

C= class/students

### Classroom A: Year 4

T: Good morning, children.

C: Good morning, Maam.

T: How are you today?

C: Fine, thanks. And you?

T: Very well, thank you. What is it today?

C: It is Saturday.

T: What is it tomorrow?

C: It is Sunday.

T: Good. Now, perhatikan sekarang Bu Is akan menunjuk ke bagian tubuh. Kalian nanti sambil menunjuk sambil mengatakan "this is my ...apa yang ditunjuk, ya ...". Coba kita mulai.

C: This is my hand. These are my ears. These are my teeth. This is my nose.

T: This is my nose. These are ...

C: These are my legs. These are my ...(indistinct). These are my (indistinct)

T: This is my neck. Is ya, karena hanya satu.

C: This is my neck.

T: Sekarang saya bertanya kepada kamu. What is this?

C: It is a ear.

T: It is an ear.

C: It is an ear.

T: What is this?

C: It is a nose.

T: What is this?

C: It is a chin.

T: What is this?

C: It is a lip.

T: Kalau begini. What is this?

C: It is a mouth.

T: Ya, itu adalah pelajaran yang lalu. Kalian masih ingat menghafalkan alphabet, abjad? Huruf, ingat ya? Dengan menyanyi ya? OK a,b,c, coba ya.

C: Menyanyi: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, and v, w, and x, y, z. Now you hear my a b c, tell me what you think of me.

T: Good. Now open your book on page twenty-two. Bukalah bukumu pada halaman dua puluh dua. Ya. Part of the house and things in the house. Bagian dari rumah dan benda-benda yang ada di rumah. Perhatikan di situ ada bacaan. Saya baca dan kalian tirukan. Listen and repeat.

T: Mister Karno's house.  
 C: Mister karno's house.  
 T: Mr Karno has a beautiful house.  
 C: Mr Karno has a beautiful house.  
 T: Beautiful.  
 C: Beautiful.  
 T: Beautiful house.  
 C: Beautiful house.  
 T: Mr Karno has a beautiful house.  
 C: Mr Karno has a beautiful house.  
 T: The living room is big.  
 C: The living room is big.  
 T: There are two bedroom[s] in the house.  
 C: There are two bedroom[s] in the house.  
 T: The kitchen is small and clean.  
 C: The kitchen is small and clean.  
 T: The roof is brown.  
 C: The roof is brown.  
 T: And the floor is white.  
 C: And the floor is white.  
 T: The doors and the windows are blue.  
 C: The doors and the windows are blue.  
 T: The [fence] of the house is yellow.  
 C: The [fence] of the house is yellow.  
 T: The house is clean and beautiful.  
 C: The house is clean and beautiful.  
 T: Ya, saya ulangi ya supaya bacanya lancar.  
 T: Mr Karno's house  
 C: Mr Karno's house  
 T: Mr Karno has a beautiful house.  
 C: Mr Karno has a beautiful house.  
 T: The living room is big.  
 C: The living room is big.  
 T: There are two bedroom[s] in the house.  
 C: There are two bedroom[s] in the house.  
 T: The kitchen is small and clean.  
 C: The kitchen is small and clean.  
 T: The roof is brown and the floor is white.  
 C: The roof is brown and the floor is white.  
 T: The doors and the windows are blue.  
 C: The doors and the windows are blue.  
 T: The [fence] of the house is yellow.  
 C: The [fence] of the house is yellow.  
 T: The house is clean and beautiful.  
 C: The house is clean and beautiful.  
 T: Apa itu house?  
 C: Rumah.  
 T: Beautiful apa?  
 C: Indah.

T: Ya, indah. Listen and repeat. A living room.

C: A living room.

T: A living room.

C: A living room.

T: A bedroom.

C: A bedroom.

T: A kitchen

C: A kitchen

T: Roof

C: Roof

T: Floor.

C: Floor

T: A door

C: A door

T: A window

C: A window.

T: A (indistinct)

C: (indistinct)

T: Sekarang apa itu living room. Ruang apa itu?

C: Ruang tamu.

T: Bedroom, ruang?

C: Ruang tidur

T: Kitchen?

C: Dapur

T: Window?

C: Jendela

T: Fence?

C: Pagar.

T: Coba itu, ya ada gambar di situ. Ada gambar di situ. Kalian memilih kata yang tepat untuk gambar-gambar itu. Ya, Gambar nomor satu dari sini, apa itu. Gambarnya ini apa?

C: Dapur

T: Ya apa itu bahasa Inggrisnya?

C: Kitchen.

T: Bawahnya nomor dua?

C: Bedroom

T: Nomor tiga?

C: Door, window.

T: Door atau window?

C: Window.

T: Window ya. Ada di atas, kemudian ada gordinnnya, window. Kemudian di atasnya lagi?

C: Door.

T: terus

C: Fence

T: Di bawah sendiri?

T: Floor.

T: Ya, make sentences as the example. Buatlah kalimat seperti pada contoh. Yang A itu contohnya: It's a house. B ...

C: It's a roof

T: C

C: It's a living room.

T: D

C: It's a bedroom.

T: E

C: It's a kitchen.

T: Number six. Nomor enam. Re-arrange. Susunlah huruf-huruf itu menjadi kata yang benar. Yang E. Apa?

C: Kitchen.

T: B

C: Door

T: C

C: Window

T: D

C: bedroom

T: E

C: Floor

T: F

C: Fence

T: Number seven. Fill in the blanks based on the text above. Isilah titik-titik itu sesuai dengan bacaan di atas.

T: A. Mr Karno has a beautiful ...

C: House

T: B. There are two ...

C: Bedrooms

T: Bedrooms in the house.

T: C. The ...

C: Kitchen

T: is small and clean.

T: D. The ...

C: Floor

T: is white.

T: E. The

C: [roof]

T: The roof is brown.

T: F. The

C: Fence

T: The fence is yellow.

T: G. The

C: Door[s] and window[s]

T: are blue.

T: Sekarang kalian baca mulai dari yang E. E, Mister, bersama-sama.

C: Mr Karno has a beautiful house. There are two bedrooms in the house. The kitchen is small and clean. The floor is white. The roof is brown. The fence is yellow. The doors and windows are blue.

T: The doors and windows are blue. (indistinct) nanti ini tugas kalian di rumah untuk mengisi teka-teki silang itu ya. Sekarang kita lanjutkan. 'Things in the house', page twenty-five, halaman duapuluh lima. Benda-benda yang ada di dalam rumah. Listen and repeat. Things in Mr Karno's house.

C: Things in Mr Karno's house.

T: There are three sofas in the living room.  
 C: There are three sofas in the living room.  
 T: The television is in the living room, too.  
 C: The television is in the living room, too.  
 T: There are a mirror and two beds in the bedroom.  
 C: There are a mirror and two beds in the bedroom.  
 T: Spoons, forks, plates and bowls are in the kitchen.  
 C: Spoons, forks, plates and bowls are in the kitchen.  
 T: Sekali lagi ya. Things in Mr Karno's house.  
 C: Things in Mr Karno's house.  
 T: There are three sofas in the living room.  
 C: There are three sofas in the living room.  
 T: The television is in the living room, too.  
 C: The television is in the living room, too.  
 T: There are a mirror and two beds in the bedroom.  
 C: There are a mirror and two beds in the bedroom.  
 T: Spoons, forks, plates and bowls are in the kitchen.  
 C: Spoons, forks, plates and bowls are in the kitchen.  
 T: Ya. Now, ini ada kata-kata ya. Listen and repeat.  
 T: A sofa.  
 C: A sofa.  
 T: A mirror.  
 C: A mirror.  
 T: A bed.  
 C: A bed.  
 T: A spoon.  
 C: A spoon.  
 T: A fork.  
 C: A fork.  
 T: A bowl.  
 C: A bowl.  
 T: A television.  
 C: A television.  
 T: A table.  
 C: A table.  
 T: A telephone.  
 C: A telephone.  
 T: Mother is in the kitchen.  
 C: Mother is in the kitchen.  
 T: Father is in the living room.  
 C: Father is in the living room.  
 T: Tono is sleeping in the bedroom.  
 C: Tono is sleeping in the bedroom.  
 T: The television is on the table.  
 C: The television is on the table.  
 T: The mirror is on the wall.  
 C: The mirror is on the wall.  
 T: The forks are on the plates.  
 C: The forks are on the plates.

T: Ya. Perhatikan di situ kalimatnya. Lihat. Mother, siapa mother itu?  
 C: Ibu.  
 T: is in the kitchen. Ada  
 C: di dapur.  
 T: Ada di dapur.  
 T: Father, siapa father?  
 C: Ayah.  
 T: is in the living room. Ada di  
 C: ruang tamu.  
 T: Ada di ruang tamu.  
 T: Tono is sleeping in the bedroom. Tono  
 C: sedang tidur di ruang tidur (indistinct)  
 T: Tono sedang tidur di tempat tidur.  
 T: The television is on the table.  
 C: Televisi di atas meja (indistinct)  
 T: Televisi ada di atas meja.  
 T: The mirror is on the wall.  
 C: Kaca ada di (indistinct)  
 T: Kaca ada di tembok. Kaca ada di dinding ya.  
 T: The forks are on the plates. Fork tadi apa? Gar ...  
 C: pu.  
 T: Garpu itu ada di atas  
 C: piring.  
 T: Jadi, kalau 'on' itu apa artinya? Di, di opo?  
 C: (indistinct)  
 T: di atas. Jadi kalau 'on' itu ai atas. Kalau 'in', in the bedroom, di dalam. In living room, in the kitchen, di dalam ya. Jadi kalau in itu di dalam, kalau on itu di, apa tadi?  
 C: di atas.  
 T: di atas, kalau in di dalam.  
 T: Number four. Rearrange the words into good sentences. Susunlah kata-kata itu menjadi kalimat yang benar, yang bagus ya. A  
 C: It is a (indistinct)  
 T: B.  
 C: (indistinct)  
 T: The plates are on the table. Ya, diulangi.  
 C: The plates are on the table.  
 T: C.  
 C: The (indistinct) are on the table.  
 T: D.  
 C: The floor is white.  
 T: Ya. E.  
 C: It is a window.  
 T: Number six, now. Katakan true kalau betul, katakan false kalau salah.  
 T: A. There are five sofas in the living room.  
 C: False.  
 T: B. There is no mirror in the bedroom.  
 C: False.  
 T: C. There are two beds in the bedroom.  
 C: True.

T: D. The forks are in the kitchen.

C: True.

T: E. The television is in the living room.

C: True.

T: Ya. Sekarang untuk menghafal, kalian bisa menyanyikan lagu ya. Sing the song. Sing it menyanyi, song itu lagu. Sing the song, nyanyikan lagu. Seperti tadi itu, menyanyi abc. Sekarang menghafalkan nama-nama benda. Coba ya. That is a window.

C: (singing) That is a window, that is a door. That is a blackboard, this is a [?chalk].

T: Ya. This is a table.

C: (singing) This is a table, that is a (indistinct). This is a desk and this is a (indistinct).

T: Ya, sekali lagi.

C: (singing) That is a window, that is a door. That is a blackboard, this is a (indistinct). This is table, that is a (indistinct). This is a desk and this is a (indistinct).

T: Ya.

#### Classroom B: Year 5

T: Good morning, children. How are you?

(stops)

T: Answer the questions basic to the dialogue. Jawablah pertanyaan-pertanyaan ini sesuai dengan dialogue atau percakapan yang telah kamu baca tadi.

T: Number 1. Who needs a house?

C: Budi does.

T: What does Budi want to do?

C: To make a kite?

T: Can Gatot help Budi?

C: Yes, he can,

T: Can Budi make a kite?

C: No, he cannot.

T: Does Gatot need a stick?

C: Yes, he does.

T: Now, we study modern game. Ya, listen, dengarkan. Videogame. It is Saturday evening. Gali goes to the supermarket. He wants to play a video game. Videogames are popular now. Schoolboys often play video game[s]. At the supermarket, Gali buys a coin. Then he starts a game. He sits in front of a video monitor. He [inserts] the coin into a box in the machine. The game begins. It is a combat game. It lasts for some minutes. Gali enjoys it.

T: Listen and repeat.

T: Videogame.

C: Videogame.

T: It is Saturday evening.

C: It is Saturday evening.

T: Gali goes to the supermarket

C: Gali goes to the supermarket.

T: He wants to play a video game.

C: He wants to play a video game

T: Video games are popular now

C: Video game[s] are popular now.

T: Schoolboys often play video game[s]  
 C: Schoolboys often play video game[s]  
 T: At the supermarket, Gali buys a coin  
 C: At the supermarket, Gali buys a coin.  
 T: Then he starts a game.  
 C: Then he starts a game.  
 T: He sits in front of a video monitor.  
 C: He sits in front of a video monitor.  
 T: He [inserts] the coin into a box in the machine.  
 C: He [inserts] the coin into a box in the machine  
 T: The game begins.  
 C: The game begins  
 T: It is a combat game.  
 C: It is a combat game.  
 T: It lasts for some minutes  
 C: It lasts for some minutes  
 T: Gali enjoys it  
 C: Gali enjoys it.  
 T: Nah, sekarang perhatikan. Lihat gambarnya, kita baca kalimatnya yang ada pada gambar itu. Listen and repeat. Gali goes to the supermarket.  
 C: Gali goes to the supermarket.  
 T: Schoolboys often play videogame[s].  
 C: Schoolboys often play videogame[s].  
 T: Gali buys a coin.  
 C: Gali buys a coin.  
 T: He sits in front of [a] video monitor.  
 C: He sits in front of [a] video monitor.  
 T: He [inserts] the coin.  
 C: He [inserts] the coin.  
 T: It is a combat game.  
 C: It is a combat game.  
 T: Coba, katakan true kalau betul, katakan wrong kalau salah dari kalimat-kalimat yang ada di bawah ini.  
 T: Gali goes to the supermarket in the evening.  
 C: True.  
 T: He wants to buy a videogame.  
 C: False.  
 T: Schoolboys don't like videogame[s].  
 C: True.  
 T: Tidak suka, don't like, tidak suka.  
 C: False.  
 T: He buys a coin.  
 C: True.  
 T: He sits behind the video.  
 C: False.  
 T: False ya. Yang betul in front.  
 T: Gali inserts the coin into the video.  
 C: True.  
 T: True atau false?



C: False.  
 T: False. In the [machine] ya, in the machine.  
 T: The game lasts for some hours.  
 C: False.  
 T: False. For some minutes yang betul ya.  
 T: Gali sits in front of the video monitor.  
 C: True.  
 T: Gali is very happy.  
 C: False.  
 T: Sangat gembira?  
 C: True.  
 T: True, happy itu gembira, ya.  
 T: The game is not interesting.  
 C: False.  
 T: Interesting itu apa? [PAUSE] Menarik, ya ... The game is not interesting berarti false.  
 Permainan itu tidak menarik.  
 T: Pilihlah salah satu kata yang ada di bawah itu untuk mengisi titik-titik yang ada di kalimat di atasnya.  
 T: A. Gali goes to the  
 C: Supermarket.  
 T: B. He goes there  
 C: [in the evening]  
 T: in the evening.  
 C: in the evening.  
 T: He wants to (titik titik) a videogame.  
 C: [play]  
 T: play. Coba diulang.  
 C: play.  
 T: He wants to play a videogame.  
 T: He buys  
 C: a coin  
 T: ... in the supermarket.  
 T: He sits  
 C: in front of  
 T: the video monitor.  
 T: The game is about a  
 C: combat.  
 T: He plays the game for  
 C: some minutes.  
 T: some minutes.  
 T: Gali is very  
 C: glad.  
 T: glad, ya.  
 T: Answer the questions, jawablah pertanyaan sesuai dengan bacaan, apa tadi?  
 C: videogame.  
 T: Number 1. Where does Gali go?  
 C: To the supermarket.  
 T: Number 2. When does Gali go?  
 C: In the evening.

T: Number 3. What does he want to do?  
 C: To play [a] videogame.  
 T: Number 4. What does he buy?  
 C: [a] coin.  
 T: Number 5. Where does he sit?  
 C: in front of the monitor.  
 T: Number 6. What does he do with his coin?  
 C: He inserts the coin into a box in the machine.  
 T: Ya. Number 7. What is the game about?  
 C: combat.  
 T: Number 8. How long does the game last?  
 C: For some minutes.  
 T: Number 9. Does Gali enjoy the game?  
 C: Yes, he does.  
 T: Yes, he does. Number 10. Who often play [the] videogame[s]?  
 C: Schoolboys.  
 T: Schoolboys.

#### Classroom C: Year 6

T: OK, first write the text, hmm, read the text. Open your book on page eighteen. Ya. Playing kite, ya ...  
 C: Playing kite. Ade and Irwan are classmates. They want to play kites. ... I do not have any kite. Well, I lend you my kite, don't worry. Alright, let's play the kite in the field. Ask permission to your parents. They go to the field. The wind blows strong enough. They play the kite [easily].  
 T: Easily  
 C: Easily. There are some boys in the field. They are playing kites. There ...Some kites have tails. Some kites fly very high.  
 T: Ok. Good. Listen and repeat. Ade and Irwan are classmates.  
 C: Ade and Irwan are classmates.  
 T: They want to play kites.  
 C: They want to play kites.  
 T: The wind blows strong enough.  
 C: The wind blow strong enough.  
 T: There are some boys in the field.  
 C: There are some boys in the field.  
 T: Some kites have tails.  
 C: Some kites have tails.  
 T: Some kites fly very high.  
 C: Some kites fly very high  
 T: Okay, now, say true if it is true, and say false if it is wrong. Katakan true kalau benar, katakan false kalau [PAUSE]  
 T&C: Salah  
 T: a. Ade is Iwan's brother.  
 C: False  
 T: b. Ade is Iwan's classmate.

C: True  
 T: c. Iwan has many kites.  
 C: False  
 T: d. Adi has many kites.  
 C: True  
 T: e. They go to the field  
 C: True  
 T: f. Adi borrows Iwan's kite.  
 C: False  
 T: g. Adi lends Iwan [a] kite.  
 C: True  
 T: h. The kites do not have colors.  
 C: False  
 T: Ya ... now, fill the blank with the right word.  
 T: A. Iwan wants to play ...  
 C: kites  
 T: B. dot dot dot does not have any kite  
 C: Iwan  
 T: The dot dot dot blow strong enough  
 C: wind  
 T: D. They play the kites in the ...  
 C: /feld/  
 T: /fi:ld/.  
 C: /fi:ld/.  
 T: Ya, bukan /feld/ ya, /fi:ld/.  
 T: E. The kites have some ...  
 C: Colors.  
 T: Colors.  
 T: Now number six, rerings [re-arrange] the words, Susunlah kata-kata itu menjadi kalimat yang benar. Ya ...  
 T: A  
 C: Iwan want[s] to ....{indistinct}  
 T: B  
 C: {indistinct}  
 T: Please  
 C: Please  
 T: Diulangi, diulangi. Please ...  
 C: {indistinct}  
 T: Ya. Let's play the kite in the field.  
 T: D  
 C: Adi's kite is red.  
 T: E  
 C: {indistinct} in the field.  
 T: Ya, diulangi lagi mulai dari atas, semuanya. Number A.  
 C: Iwan want[s] to buy some string[s]  
 T: B  
 C:  
 T: C  
 C: ^

T: D

C: ^

T: Yeah. Good. Number seven. Answer the questions basic to the text. Jawablah pertanyaan-pertanyaan ini sesuai dengan bacaan. Number seven. Answer the questions basic to the text above. Jadi jawablah pertanyaan sesuai dengan bacaan yang kita baca tadi, apa? Bacaannya?

C: Playing kites.

T: A. What do Adi and Iwan want to do?

C: Playing kite[s].

T: Kites. It's good. [PAUSE] B. Who does not have any kites?

C: Iwan

T: C. Who lends the kite?

C: Adi

T: D. Where do they play?

C: In the fends[fields]

T: E. How does the wind blow?

C: Strong enough

T: Strong enough. [PAUSE] Are there only Adi and Iwan in the fields?

C: No

T: No, there aren't ya... banyak ya yang disana [PAUSE] G. Are they sad?

C: No (indistinct utterance)

T: No, they are not. They are very happy, ya ... Mereka tidak sedih tapi mereka sangat [PAUSE] gembira.

C: Senang

T: H. How are the kites?

C: (indistinct)

T: Yah ... [PAUSE] E. Do some kites have tails?

C: Yes

T: Yes, they do. Number H, number H itu ya, nomor H itu sebetulnya 'How are the kites?' Jawabnya adalah 'they are colourful'. Mereka itu berwarna warni. Ayo diulangi number H. How are the kites? [SILENT] They are ...

C: They are colful [colourful]

T: They are colourful. Ayo bersama-sama, kok banyak yang diam gini, gimana. H. How are the kites?

C: They are colourful.

T: They are colourful. I. Do some kites have tails?

C: Yes.

T: Yes, they are, yes, they do.

C: Yes, they do.

T: Now, number 8 Study the sentences. Now, listen and repeat.

T: Don't worry.

C: Don't worry.

T: Don't play in the street.

C: Don't play in the street.

T: Don't go.

C: Don't go.

T: Don't write

C: Don't write

T: Don't close your book

C: Don't close your book.

T: Bring your kite.  
 C: Bring your kite.  
 T: Open your book.  
 C: Open your book.  
 T: Sit down.  
 C: Sit down  
 T: Come with me.  
 C: Come with me.  
 T: ?Hold on the kites.  
 C: Hold on the kites.  
 T: Perhatikan kalimat-kalimat yang sudah kita baca itu, mulai dari A sampai dengan E, itu adalah kalimat larangan, melarang kalian untuk tidak, untuk mengerjakan. Jadi kalian dilarang untuk mengerjakan. Jadi, 'don't worry, jangan kuatir, 'don't play in the street, jangan bermain di [PAUSE]  
 T&C: jalan raya  
 T: Don't go, jangan [PAUSE]  
 T&C: pergi  
 T: Don't write, jangan [PAUSE]  
 T&C: menulis  
 T: Kemudian yang F sampai dengan J, itu adalah kalimat perintah. 'Bring your kite!' bawalah, bawalah apa? [PAUSE]  
 T&C: layang-layangmu.  
 T: Open your book, bukalah [PAUSE]  
 T&C: bukumu.  
 T: Sit down. Duduklah. Ya ... Come with me, mari bersama saya.  
 T: Hold on the kites, peganglah [PAUSE]  
 T&C: layang-layangnya.  
 T: Jadi ada kalimat perintah dan ada kalimat [PAUSE]  
 T&C: larangan  
 T: Number 9. Choose the correct sentence. Pilihlah kata-kata ya yang sesuai di bawah itu dengan gambar-gambar yang ada itu. A sampai dengan J ya ...Coba number A.  
 C: (indistinct)  
 T: Don't play kite in the house. B ...  
 C: Clean the blackboard.  
 T: Clean the blackboard. Number C ...  
 C: Close the door.  
 T: Ya, close the door. D ...  
 C: Don't play wait[with] fire.  
 T: with ya, bukan wait. Don't play with fire.  
 C: Don't play with fire.  
 T: E.  
 C: Bring the umbrella.  
 T: Okay diulang.  
 C: Bring the umbrella.  
 T: Bring the umbrella  
 C: Bring the umbrella.  
 T: F.  
 C: Don't eat too much.  
 T: Don't eat too much. Lagi diulang ...

C: Don't eat too much.  
 T: Number G  
 C: (indistinct)  
 T: Run quickly, there is a snake, diulang.  
 C: Run quickly, there is a snake.  
 T: Snake  
 C: Snake.  
 T: Yeah, number H  
 C: Open your book.  
 T: Open your book. Bersama-sama  
 C: Open your book  
 T: I. Don't [SILENT]  
 C: Don't (indistinct)  
 T: J.  
 C: Don't read it.  
 T: Don't read it. Now, kita akan membaca dialog ya, dialogue ya ...Listen and repeat. Gatot, please come to my house.  
 C: Gatot, please come to my house.  
 T: Do you need any help?  
 C: Do you need any help?  
 T: Yes, I do.  
 C: Yes, I do.  
 T: I want to make a kite.  
 C: I want to make a kite.  
 T: Can you help me?  
 C: Can you help me?  
 T: Yes, I can.  
 C: Yes, I can.  
 T: What do I need to make a kite?  
 C: What do I need to make a kite?[pronunciation is not correct]  
 T: What do I need to make a kite? [teacher repeats]  
 C: What do I need to make a kite?  
 T: You need [a] stick of bamboo, paper[s] and string.  
 C: You need [a] stick of bamboo, paper[s] and string.  
 T: Don't forget the glue.  
 C: Don't forget the glue.  
 T: Alright, I will prepare them.  
 C: Alright, I will prepare them.  
 T: Yah. Coba kalian baca sendiri, ayo ... Gatot  
 C: Gatot, please come to my house. Do you need any help? Yes, I do. I want to make a kite. Can you help me? Yes, I can. What do I need to make a kite? You need [a] stick of bamboo, paper[s] and string. Don't forget the glue. Alright, I will prepare them.  
 T: I will prepare them. Coba diulang.  
 C: I will prepare them.  
 T: Nah, sekarang, jawablah pertanyaan. Answer the questions. Who needs help?  
 C: Budi does.  
 T: Ya. B, What does Budi want to do?  
 C: To make a kite.  
 T: C, Can Gatot help Budi?

½ C: Yes, he can.

½ C: Yes, he can

T: D. Can Budi make a kite?

C: No, he cannot.

T: E. Does Gatot need a stick?

C: Yes, he does

T: Yes, he does.

T: Sekarang kita mempelajari moderen game. Yang sudah kita pelajari yang lalu adalah tradisional game yaitu playing kites, ya. Yang kita pelajari yang lalu adalah permainan tradisional yaitu bermain layang-layang. Sekarang kita akan mempelajari atau membicarakan permainan moderen, yaitu di antaranya video game. Now, listen and repeat. Video Games.

C: Video Games.

T: It is Saturday evening.

C: It is Saturday evening.

T: Gali goes to the supermarket

C: Gali goes to the supermarket.

T: He wants to play a video game.

C: He wants to play a video game

T: Video game is popular now

C: Video game is popular now.

T: Schoolboys often play video game[s]

C: Schoolboys often play video game[s]

T: At the supermarket, Gali buys a coin

C: At the supermarket, Gali buys a coin.

T: Then he starts a game.

C: Then he starts a game.

T: He sits in front of a video monitor.

C: He sits in front of a video monitor.

T: He [inserts] the coin into a box in the machine.

C: He [inserts] the coin into a box in the machine

T: The game begins.

C: The game begins

T: It is a combat game.

C: It is a combat game.

T: It lasts for some minutes

C: It lasts for some minutes

T: Gali enjoys it

C: Gali enjoys it.

T: Ya, apa yang dibicarakan tadi?[PAUSE] Permainan ...

C: Video games/

T: Di mana kalau bermain video game?

C: Di supermarket.

T: Mula-mula apa yang dilakukan? [PAUSE] Membeli ...

C: Coin

T: Kemudian koinnya dimasukkan ke ...

C: Video game

T: Ke ...box. What is [a] box?

T: Kotak pada mesin. Mesinnya video game itu. Tidak dimasukkan ke permainannya ya ...  
Kemudian apa di situ? Permainan di video game itu tentang apa?

C: Combat.  
 T: Combat ya. Lama kalau bermain video game itu?  
 C: Tidak.  
 T: Tidak, beberapa menit saja. Senang dia?  
 C: Senang  
 T: Senang [short PAUSE] menikmati ya, enjoy. Gali enjoys it.  
 T: Now, listen and repeat. Gali goes to the supermarket.  
 C: Gali goes to the supermarket  
 T: Schoolboys often play video games.  
 C: Schoolboys often play video games  
 T: Gali buys a coin.  
 C: Gali buys a coin.  
 T: He sits in front of [a] video monitor  
 C: He sits in front of [a] video monitor  
 T: He [inserts] the coin  
 C: He [inserts] the coin.  
 T: It is a combat game.  
 C: It is a combat game.  
 T: Now, number 3. Say 'true' if it is true and 'false' if it is wrong.  
 T: A. Gali goes to the supermarket in the evening.  
 C: True  
 T: B. He wants to buy a videogame  
 C: False  
 T: C. Schoolboys don't like videogame.  
 C: False  
 T: D. He buys a coin  
 C: True  
 T: E. He sits beside the video  
 C: False  
 T: F. Gali inserts the coin into the video  
 C: False  
 T: G. The game lasts for some hours.  
 C: False  
 T: H. Gali sits in front of the video monitor  
 C: True  
 T: I. Gali is very happy  
 C: True  
 T: The game is not interesting  
 C: False  
 T: Now, fill the blank[s] with the right word[s]. Isilah titik-titik dengan kata yang benar.  
 T: A. Gali goes to the ...  
 C: Supermarket  
 T: B. He goes there ...  
 C: In the [evening]  
 T: In the evening  
 C: In the evening.  
 T: He wants to ...  
 C: [Play]  
 T: play [a] video game



C: play [a] video game  
 T: D. Gali buy[s] ...  
 C: [a] coin  
 T: coin at the supermarket  
 T: E. He sit[s] ...  
 C: (indistinct voice)  
 T: in front of the video monitor.  
 T: Diulangi number E. He sit ...  
 C: in front of the video monitor.  
 T: F. The game is about a ...  
 C: combat  
 T: G. He play[s] the game for ...  
 C: some minute[s]  
 T: some minutes  
 T: H. Gali is very ...  
 C: glad  
 T: 'Glad' itu apa? Gembira.  
 T: Now, the last. Answer the questions. Jawablah pertanyaan-pertanyaan ini.  
 T: A. Where does Gali go?  
 C: To the supermarket (not very distinct)  
 T: To the supermarket.  
 T: B. When does Gali go?  
 C: In the evening.  
 T: In the evening.  
 T: C. What does he want to do?  
 C: To play [a] video game.  
 T: To play [a] video game.  
 T: D. What does he buy?  
 C: [A] Coin.  
 T: E. Where does he sit?  
 C: In front of the monitor.  
 T: In front of the video monitor.  
 T: Coba diulangi bersama-sama. Where does he sit?  
 C: In front of the video monitor.  
 T: F. What does he do with this coin?  
 C: He inserts the coin into a box in the machine  
 T: G. What is the game about?  
 C: Combat.  
 T: Combat.  
 T: H. How long does the game last?  
 C: For some minutes.  
 T: For some minutes.  
 T: I. Does Gali enjoy the game?  
 C: Yes, he does.  
 T: J. Who often plays the vidoegame?  
 C: Schoolboy[s].

## Appendix J Thai Primary School Classroom Data

T= teacher

C= class

L1,2,3= one identified student

### Classroom A: Year 1

(indistinct)

T:C: What's your name, what's your name? Please tell me(singing)

T: My name is (unclear)

L1: (unclear)

T: What's your name, what's your name, please tell me.

T: My name is ...

L2: (unclear)

T: What's your name, what's your name, please tell me.

T: My name is ...

L3: ?Shannah

(many sounds)

T: big

C: big

T: big

C: big

T: bag

C: bag

T: bag

C: bag

T: big bag

C: big bag

T: big book

C: big book

T: big box

C: big box

T: big box

C: big box

T: big bag

C: big bag

T: It's a big bag

C: It's a big bag

T: It's a big box

C: It's a big box

T: It's a big book

C: It's a big book.

T: small

C: small

T: Listen. Small.

C: Small

T: small  
 C: small  
 T: small bag  
 C: small bag  
 T: small bag  
 C: small bag  
 T: small book  
 C: small book  
 T: small book  
 C: small book.  
 T: small box  
 C: small box  
 T: small bag  
 C: small bag  
 T: small box  
 C: small box  
 T: Stand up, stand up.  
 T: small  
 C: small  
 T: small  
 C: small  
 T: big  
 C: big  
 T: big  
 C: big  
 T: Sit down, please, sit down please.  
 (noise)  
 T: They are very naughty (talking to me)  
 T: Clap your hands, clap your hands.  
 C: (clapping hands)  
 T: Now, let's sing a song. (teacher leads the students)  
 C: (singing)  
 C: Good bye, Kuntju (means: teacher). Good bye, Kuntju

#### Classroom B: Year 2

C: (Singing songs).  
 T: (after finished singing) Clap your hands , please.  
 L1: Stand up, please.  
 C: Good afternoon, Kuntju Fadillah.  
 T: Good afternoon, students. How are you?  
 C: I am fine, thank you. How are you?  
 T: I am fine. Sit down, please  
 C: Thank you.  
 (noise)  
 T: Now we are going to learn A B C D. ( teacher distributes cards of alphabet)  
 (indistinct sound)  
 T: Listen, listen. A, B, Z [pause] A, Z.

(noise)  
 (children practise the pronunciation of alphabet)  
 T: Listen again, please. Listen again, please.  
 T: I want A, listen.  
 C: A  
 T: a, b, c, d, e, f, g, h, i, j, ten cards.  
 (many sounds coming from the children working in groups)  
 (unidentified utterances in Dawi)  
 (some are singing the song of ABC)  
 T: Eh, eh, listen, listen.  
 (many voices, mixed Dawi and English)  
 T: ( giving instruction in local language)  
 T: one, two, three, four  
 (noise)  
 T: Thank you.(manytimes as the children finish the task)  
 (unidentified sounds)  
 T: Now, listen. Stop. I ask you, how many do you have?  
 L1: (unable to catch the sounds)  
 T: Oh, two.  
 L2: One  
 (noise)  
 T: Sharif (shouting to Sharif).  
 T: Give me the pen, please.  
 C: Give me the pen, please  
 T: Give him the pen, please  
 C: Give him the pen, please.  
 T: Give me the chalk, please.  
 C: Give me the chalk, please.  
 T: Close your book.  
 C: Close your book.  
 T: Close your book (many times)  
 (indistinct)

### Classroom C: Year 3

T: (explains something in Thai regarding the lesson at that time and Asks the students to spell the alphabet from A to Z.  
 C: Spell the English alphabet from A - Z.  
 T: /el/, /el/  
 C: /el/, /el/  
 T: /ef/  
 C: /ep/  
 T: Nah ... *mai chai* (you said) /ep/, /ef/  
 C: /ef/, /ef/, /ef/  
 T: (keep on correcting until they say the correct pronunciation)  
 Now, listen, listen ... 'This is a pencil' , listen ... listen ... listen ... (while holding her ears)  
 'this is a pencil', 'pencil'. Repeat after me, 'pencil'  
 C: pencil, pencil.

T: pencil. This is a pencil.  
 C: This is a pencil.  
 T: This is a pencil. This is a pencil.  
 C: This is a pencil.  
 T: What is this?  
 C: Pencil.  
 T: What's this?  
 C: Pencil.  
 T: /sel/, /sel/ *mai chai* /se/, /sel/  
 C: Pencil.  
 T: This is a pen. This is a pen. Repeat after me : pen.  
 C: pen.  
 T: pencil  
 C: pencil.  
 T: This is a pen.  
 C: This is a pen.  
 T: This a pencil.  
 C: This a pencil.  
 T: Again  
 C: This is a pencil.  
 T: (showing a pen)  
 C: This is a pen.  
 T: Again.  
 C: This is a pen.  
 T: Listen ... listen ... 'This is a rubber', rubber, rubber.  
 C: rubber, rubber,  
 T: This is a rubber.  
 C: This is a rubber.  
 T: What's this?  
 C: This is a rubber.  
 T: What's this?  
 C: Rubber  
 T: What's this?  
 C: Rubber.  
 T: This is a ruler, ruler, ruler.  
 C: Ruler,ruler, ruler.  
 T: This is a ruler.  
 C: This is a ruler.  
 T: This is a ruler.  
 C: This is a ruler.  
 T: What's this?  
 C: This is a rubber.  
 T: What's this?  
 C: Ruler.  
 T: What's this?  
 C: Rubber.

#### Classroom D: Year 4a

C: Singing: Where is thumbkin, where is thumbkin, here I am, here I am, how are you this morning, very well I thank you, run away, run away. Repeat twice.  
T: How are you this morning?  
C: How are you this morning?  
T: Very well I thank you.  
C: Very well I thank you.  
T: Run away, run away.  
C: Run away, run away.  
T: They are five fingers. You can sing the fingers.  
C: Sing the song "Where is thumbkin" again.  
T: (pointing to pointer) Sing the same song but change thumbkin to pointer.  
C: Singing "where is pointer?, etc ..."  
T: (pointing 'tallman') Sing 'where is tallman?'.  
C: Singing "where is tallman?, etc ..."  
T: (pointing the ringman) Sing 'where is ringman?  
C: Singing "where is ringman?, etc ..."  
T: (pointing little finger) Sing 'where is tiny'?  
C: Singing "where is tiny?, etc ..."  
T: (teacher asks the students to sing the song again from thumbkin to tiny)  
C: Singing the song together.

#### Classroom E: Year 4b

T: Hand , /eich/ /ei/ /en/ /di/, hand , hand ... There are five fingers, /finger/  
C: /finger/  
T: /finger/, /g/, /g/, /finger/  
C: /g/, /g/, /finger/  
(repeat this several times)  
T: Listen to me : This is thumbkin, /thumbkin/  
C:/thumbkin/  
T: Listen, listen, you know /listen/? Listen, listen ... /thumbkin/. Repeat after me /thumbkin/  
C: /thumbkin/, /thumbkin/ ...  
(repeat this many times)  
T: Now ... (pointing to her finger) --- asks in Thai (What's this?)  
C: /finger/, /finger/  
T: Show me your thumbkin. Show me your thumbkin. Everybody, show me your thumbkin.  
(repeats this two more times then gives more explanation in Thai)  
C: (showing their thumbkin)  
T: /thumbkin/  
C: /thumbkin/  
T: Now, /pointer/ ...  
C: /pointer/  
T: /pointer/  
C: /pointer/  
T: pointer, /pi/ /ou/ /ai/ /en/ /ti/ /i/ /ar/

C: /pointer/.  
 T: Now, listen ... tall man. Listen, listen ... tall man.  
 C: Tall man.  
 T: Tall, tall, tall, tall man. Repeat after me ...tall man.  
 C: Tall man.  
 T: Ring man, ring man.  
 C: Ring man.  
 (repeats several times)  
 T: Tiny.  
 C: Tiny.  
 T: Tiny.  
 C: Tiny.  
 T: (Pointing to her middle finger and asking what it is called- in Thai)  
 C: Tall man.  
 (Repeat all finger's names)  
 T: (checking students' understanding by pointing to each of the fingers and asking its name).

#### Classroom F: Year 5

(unclear)  
 T: same  
 C: same  
 T: different  
 C: different  
 T: different  
 C: different  
 T: same  
 C: same  
 T: chalk  
 C: chalk  
 T: Listen, listen  
 T: chalk  
 C: chalk  
 (unidentified)  
 T: beach  
 C: beach  
 T: bin  
 C: bin  
 (noise, unclear)  
 T: Now, open your book on page fifty-two. (unclear). Number one. One, two, three.  
 C: (reading aloud together) (unidentified)  
 T: school  
 C: school  
 T: school  
 C: school  
 (unclear)  
 T: Are you ready? Are you ready? Yes or No?  
 C: No.

T: one minute.  
 T: Now, are you ready?  
 C: Yes  
 T: Are you ready?  
 C: Yes  
 T: book  
 C: book  
 T: /bi/, /ou/, /ou/, /kei/. Book.  
 C: book  
 T: one, two, three ...  
 C: book  
 C: ruler  
 C: (unclear)  
 (indistinct sounds)  
 T: Now, picture number two. Are you ready?  
 C: Yes.  
 T: Number two, number two.  
 C: (unclear)  
 T: one, two, three  
 C: (unclear)  
 (unidentified sounds)  
 T: /ei/, /i/, /ai/, /ou/, /yu/  
 C: /ei/, /i/, /ai/, /ou/, /yu/  
 (Teacher points to a certain vowel written on the board and asks students to pronounce the vowel)

#### Classroom G: Year 6a

T: ...(saying something in Thai, the idea is going to introduce/telling the student what to learn at that time).  
 C: ... (responding to the teacher in Thai).  
 T: "Today we are going to learn about 'Dangerous Animal'.  
 "What animal do you like?" (pointing to a student sitting at the back row ).  
 L1: "Dog".  
 T: "What animal do you like?" (pointing another student)  
 S: "Cat".  
 T: ...(in Thai, gives explanation about the meaning of the words)  
 C: (laughing when they listen to something funny told by the teacher)  
 T: (showing a chart with the word : FROG written on it both in English and in Thai)  
 "Frog, repeat after me!"  
 C: "Frog" (whole class).  
 T: (ask the students to make sound of frog)  
 C: (laughing.....)  
 T: (give example of how frog sounds)  
 C: (practising the sound of frog)  
 T: "Make me a sentence about frog" (mentioning this 5 x), "put your hand up"  
 L2: "I don't like frog"  
 T: "I don't like frog", repeat after me (asking the class)



C: "I don't like frog"  
 T: "Can you make a sound of frog?"  
 T: "Make a sound of frog"  
 T: "Ooogh ... oooogh ..."  
 S: "Ooogh ....oooogh ... (students laugh?)  
 T: "Make me a sentence ..."  
 S: "I don't like snake"  
 T: "Why?" (says something in Thai) "It is ... ugly"  
 T: "Spider" repeat after me "spider"  
 C: "Spider" ... "spider"  
 T: "Make a sentence with spider"  
 C: "I don't like spider"  
 T: "Squeezing"  
 S: "I am squeezing an orange juice"  
 T: "swallowing"  
 C: "swallowing"  
 T: (teacher explains in Thai what swallowing is)  
 T: "I am eating banana". "how many banana[s]?"

.....

T: "Repeat after me : frog

C: "frog"

T: "snake"

C: "snake"

T: "spider"

C: "spider"

T: "poison"

C: "poison"

T: "squeezing"

C: "squeezing"

T: "eating"

C: "eating"

(Then they repeat the words again with no pause)

The next activity is doing the task (still under the same topic) in the student's workbook. Then they do the checking together number by number.

After finished checking the exercise, teacher then read the text of "Dangerous Animals" letting the students repeat after her sentence by sentence. Before reading the text, the teacher gives the instructions in Thai to make the students understand what they should do.

T: Dangerous Animals

C: Dangerous Animals

T: Crocodiles are really dangerous animals.

C: Crocodiles are really dangerous animals.

T: Again. Crocodiles are very dangerous animals.

C: Crocodiles are very dangerous animals.

T: They are found in Africa,

C: They are found in Africa,

T: Asia

C: Asia

T: Australia

C: Australia

T: America.

C: America.

T: They are usually about eight

C: They are usually about eight

T: and a half meters long.

C: and a half meters long.

Etc.

When one paragraph is finished, teacher asks the students to read the whole paragraph by themselves.

Then the teacher explains the text in Thai, asking the students comprehension questions.

After the first paragraph, they move to the next paragraph by applying the same steps until the whole text finished.

Approaching the end of the class, the teacher reviews the lesson and repeats the new vocabulary students learnt on that day.

(Notes: My being there, to my surprise, does not really disturb the teacher and students though in the beginning the class look a bit tense but back to normal afterwards. It would be different I suppose if I used video-recorder, instead I just use my tape-recorder, sitting at the back of the class, and make some notes)

#### Classroom H: Year 6b

C: Singing ABC song

After that clapping hands.

T: Today I have one bag. Today I have one bag for you. (unclear) many things in it. You know? I don't know. You know? I don't

C: know.

T: Many thing[s]. There are about seven thing[s] in this bag. It's a bag.

C: bag.

T: bag

C: bag

T: This is big or small?

C: (silent)

T: Today I have memory games for you, memory games for you.

T: (in Thai, asking the student to do the task on the board one by one)

T: (unclear) and you [pause] sit down (pointing a student), sit down.  
(indistinct sounds))

T: When you finish, you, sit down. OK, clap your hands.

T: (After a student finish) Sit down, please. Clap hands.

C: (clapping hands)

(indistinct sounds)

C: (clapping hands)

T: Hmm, very good.

T: one, two, three, four, five.

T: Oh, you finish. Clap your hands.

C: (clapping hands).

T: Now, listen. I'll tell you. The things in this bag.

(indistinct sounds)

T: You, Fatimah.

T: (unclear) in the past.

L1: doll.

T: Doll.

T: Doll. Spell, spell. /di/, /o/, /el/, /el/. Doll.

L1: /d/, /o/, /el/, /el/

T: Yes. /di/, /o/, /el/, /el/, double /el/. Doll. Yes or no? I don't know.

L2: I don't know.

T: Number two.

(indistinct sounds)

T: You say 'doll'.

C: (noise)

T: You say 'ruler'

T: Number one is a doll. Yes or no?

C: Yes

T: Man or woman

T: man.

(noise)

T: A bag.

T: It is small.

T: What is small?

C: A bag.

T: What is that? A ..

C: A ring.

T: A ring. Cannot (unclear).

T: This is a ring.

T: What this?

C: gun[?]

T: You say gun

C: gun

T: This is [a] box.

C: box

T: box

C: box.

T: Again, please. What's this?

C: bag.

T: bag

T: What's this?

C: bag

T: a bag. You say bag.

T: What's this?

C: box.

T: a box

C: a box.

T; This?

C: doll

T: a doll

C: a doll

T: a doll  
 C: a doll  
 T: This?  
 C: gun  
 T: a gun  
 C: a gun  
 T: a gun  
 C: a gun  
 T: Open your book.  
 T: Page forty-three.  
 T: page forty?  
 C: three.  
 T: Ap and Dan  
 C: Ap and Dan  
 T: go in the bus  
 C: go in the bus  
 T: Tim and Tom  
 C: Tim and Tom  
 T: come to the bus  
 C: come to the bus  
 T: Tim has a gun  
 C: Tim has a gun  
 T: in his hand  
 C: in his hand  
 T: Tom has a box  
 C: Tom has a box  
 T: Ap has a ring  
 C: Ap has a ring  
 T: Dan has a bag  
 C: Dan has a bag  
 T: Give me your bag  
 C: Give me your bag  
 T: Put the ring in the box  
 C: Put the ring in the box  
 T: Tim and Tom  
 C: Tim and Tom  
 T: go in the van  
 C: go in the van  
 T: Ap and Dan  
 C: Ap and Dan  
 T: go in the bus  
 C: go in the bus  
 T: Tim and Tom  
 C: Tim and Tom  
 T: come to the bus  
 C: come to the bus  
 T: Tim has a gun  
 C: Tim has a gun  
 T: in his hand

C: in his hand  
 T: Tom has a box  
 C: Tom has a box  
 T: Ap has a ring  
 C: Ap has a ring  
 T: Dan has a bag  
 C: Dan has a bag  
 T: Give me your bag  
 C: Give me your bag  
 T: Put the ring in the box  
 C: Put the ring in the box  
 T: Tim and Tom  
 C: Tim and Tom  
 T: go in the van  
 C: go in the van  
 T: Ap and Dan go in the bus  
 C: Ap and Dan go in the bus  
 T: Ap is a bus driver  
 (indistinct sounds)  
 T: Tim has a gun. You, stand up.  
 (noise)  
 T: Tom has a box.  
 (much noise)  
 T: one or two  
 C: one  
 (unclear noise)  
 T: Clap your hands  
 C: (clapping hands)  
 T: Again please, again please.  
 T: Ap and Dan  
 C: Ap and Dan  
 T: go in the bus  
 C: go in the bus  
 T: Tim and Tom  
 C: Tim and Tom  
 T: come to the bus  
 C: come to the bus  
 T: Tim has a gun  
 C: Tim has a gun  
 T: in his hand  
 C: in his hand  
 T: Tom has a box  
 C: Tom has a box  
 T: Ap has a ring  
 C: Ap has a ring  
 T: Dan has a bag  
 C: Dan has a bag  
 T: Give me your bag  
 C: Give me your bag

T: Put the ring in the box  
 C: Put the ring in the box  
 T: Tim and Tom  
 C: Tim and Tom  
 T: go in the van  
 C: go in the van  
 T: Tim has  
 C: a gun  
 T: Tom has  
 C: a box  
 T: Ap has a  
 C: ring  
 T: Dan has a  
 C: bag  
 T: [page] seventy eight.  
 (indistinct sound)

L3: doctor  
 T: doctor  
 T: number five, Denty.  
 T: health centre  
 C: heath centre  
 T: number six, Fadilah  
 C: home, /hos/  
 T: /haus/. Number seven.  
 C: ? ... hand  
 T: people  
 C: people  
 T: patient  
 C: patient  
 T; next  
 C: next  
 T: next to  
 C: next to  
 (unclear)  
 T: Again please  
 T: actress  
 T: actress  
 T: dancer  
 C: dancer  
 T: butcher  
 C: butcher  
 T: doctor  
 C: doctor  
 T: health centre  
 C: health centre  
 T: hospital  
 C: hospital  
 T: policeman

C: policeman  
 (unidentified)  
 T: patient  
 C: patient  
 T: in  
 C: in  
 T: at  
 C: at  
 T: behind  
 C: behind  
 T: in front  
 C: in front  
 (unclear)  
 T: next to  
 C: next to  
 T: Stand up, please.  
 (unclear)  
 T: bus station, number four.  
 T: doctor, Fatimah.  
 T: doctor, health centre, hospital, policeman, police station.  
 (noise)  
 T: post office  
 T: temple  
 C: temple  
 T: temple  
 C: temple  
 T: (unidentified)  
 C: (unidentified)  
 T: again please  
 C: (unidentified)  
 (noise)  
 T: Listen, please. Listen.  
 (unclear)  
 T: Clap your hands.  
 C: (clapping hands)  
 (indistinct voice)  
 T: hospital  
 (unclear voice)  
 T: Listen, please  
 T: bus station  
 L1: bus station  
 (noise)  
 T: Stop. Clap your hands  
 C: (clapping hands)  
 (unidentified sounds)  
 T: Where are you going?  
 C: Where are you going?  
 T: I am going to the post office.  
 C: I am going to the post office.

T: Where is Nari going?  
C: Where is Nari going?  
T: To the market  
C: To the market  
T: (explaining the meaning of the words in Thai)  
T: Where is the bus station?  
C: Where is the bus station?  
T: Near the police station  
C: Near the police station  
T: Where is Panya bookshop?  
C: Where is Panya bookshop?  
T: Next to the temple  
C: Next to the temple  
T: (explains in Thai the words 'next to')  
(unidentified)



## Appendix K

## South Australian Primary School Classroom Data

T: teacher

L: Linna

N: Nihta

L1,2,3 etc: one student

S: unidentified student

C: Class

### Classroom A: Year 3/4

*A.1. Children enter the class and sit on the floor close to a small board and near the teacher's small chair.*

T: Anak-anak, hari ini ada dua tamu, dua perempuan, dua wanita. Satu wanita dari Indonesia, Satu wanita dari Adelaide, dari Australia, ya ... We've got two guests with us melihat-lihat kamar ini, watching every move you all make.

L: Melihat-lihat juga anak-anak

T: Jangan nakal ya ...Kelas ini bagus sekali, is that true? Tidak nakal, bagus dan pandai sekali.

L: Dan pandai juga ...?

T: Pandai, clever ...

L: They look bagus, kelas ini ... anda juga.

L: Nama saya Ibu Linna, dan ini ... Ibu Nihta

T: Selamat siang, Ibu Linna.(ask the students to greet)

C: Selamat siang, Ibu Linna

L:Selamat siang

T: Dan, ... selamat siang, Ibu Nihta.

C: Selamat siang, Ibu Nihta

N: Selamat siang, anak-anak semua.

T: Dan, selamat siang Ibu McGeever

C: Selamat siang, Ibu McGeever.

T: Saya sedikit takut (*whispering to L & N*)

L&N: Jangan ...tenang-tenang saja ...

T: Saya akan mengajukan pertanyaan kepada mereka

T: Kym, apakabar, hari ini apakabar (sambil menunjukkan gambar beberapa eksperesi waja dan namanya seperti, gembira, sedih, panas, dst.)

*A.2. Teacher shows different pictures of facial expressions*

L1: Saya panas.

T: Chris, apakabar?

L2: Um ... saya merosok[merasa] panas dan sedih.

T: Panas dan sedih. Mengapa?

L2:Uhm, I had fight with Christine when playing with my skateboard

T: Aah, sayang ... tidak bagus ...terima kasih, Chris ... Kym (shout to Kym whos talking)

T:Allan, apa kabar?

L3: Saya merasa panas.

T: Panas. Besok lebih panas, saya mendengar. Yeah, tomorrow even hotter. Shaileigh, apa kabar?

L4: Saya ... sedih

T: Sedih?

L4: Senang.

T: Senang, Ooh ..., terimakasih, senaaang. Jay, apakabar?

L5: Saya merasa sedih.

T: Ha? Sedih, mengapa?

L5: 'Coz we've lost in basketball

T: Ooh ... Christine, apakabar?

L6: Saya ... saya merasa sedih

T: Sedih juga. Mengapa? Why?

L6: Because I've gone with a fight with Chris.

T: Mau minum? (to Christine) Would you like to have a drink? (Christine then goes out). Cukup. Hari ini panas sekali ya ... Ah, buku, buku ulang tahun sudah selesai dibuat dari ibu Beckman di kantor ya .... Mmm ... anak-anak ini buat buku hari ulang tahun. Eh, Oh, Saya lupa, I forgot to put in in Bahasa Inggris, didn't I?

### A.3. Teacher opens a birthday book

T: Joe, hari ini hari ulang tahun Joe. Selamat ulang tahun Joe. Bukalah hadiah. Wah, hadiah bagus. (Open the flap)

L8: dumpeck (?)

T: dumpecks(?) What does 'bagus' mean, Joe? Bagus ... What does it mean?

L8: Great.

T: "Great". Let's go through the book, shall we?

L: Yeah, sure. So, they've done a page each, have they?

T: They've done a page each and they've put the gift of their dreams inside the package and they've given it a description.

L: Oh, wonderful.

T: We've been studying birthdays this term having lots of fun, aren't we? Okay, we won't get through them all, okay. Who'd like to read out Natalie's for her? Who's feeling very brave? Lauren?

L9: Hari ini hari ulang tahun Natalie. Selamat ulang tahun, Natalie. Bukalah, hadiah ... mahal.

T: Hadiah mahal! Natalie, what does 'mahal' mean?

L10: 'Expensive'

T: Apa ini? (open the flap) Oh, gameboy. Popular, popula? Ashley, who'd like to read out Ashley's,? Are you feeling brave today, Gale?

L11: Hari ini, hari ulang tahun, Ashley, selamat ulang tahun, Ashley. Bukalah hadiah. Wah, hadiah mu ...

T: Murah ...

L11: ...murah ini.

T: Murah.. Di mana Ashley? What does 'murah' mean, Ashley?

L12: 'inexpensive'.

T: Inexpensive. (Open the flap) Apa ini? What's that?...A radio! Okay, here we are. Maybe one more. Daniel, who's feeling brave at the front? Tim, would you like have a go for Daniel?

L13: Hari ini hari ulang tahun Daniel. Selamat ulang tahun, Daniel. Bukalah hadiah. Wah, hadiah ... hijau

T: Ijan [hijau]. I don't know what 'hijau' means. (Open the flap) 'Apa ini? Daniel, apa ini?

L14: Nintendo 64.

T: Nintendo 64, wow! What does 'hijau' mean?

L14: 'green'.

T: That's easy, isn't it? It's green. Bagus. OK. You can all have a look at your seats after, ... put together, okay ... Mau lihat Ibu? (to Linna and me) Ada satu buku kerja untuk kelas ...

T: Okay, ada dua kerjas hari ini. We have two jobs to do. Tugas nomor satu, here is your term summary of the things you've covered this term. What's the topic been, Ralph?

L15: Happy birthdays.

T: How do you say 'happy birthday'?

L15: Selamat ulang tahun.

T: So, that's our topic. Have a look, you're going to read through our summary. Kamu akan membaca, then you're going to put your name, and then we'll collect them all up again, so that I can make a 'komentar', comment on how you've been working this term. Ssst ...

T: Quick! Cepat!

T: She's okay (referring to Christine)

[PAUSE]

T: Anak-anak, membaca ini, read this -dalam bahasa Inggris-and that would be telling your mum and dad what you've been up to in Indonesian this term. Saya lupa, hari Sabtu, ada natal parade, dan kami ada berpartisipasi dengan float mengenai Asia. So you've done it <indistinct>

T: We've got off the track. I will give you your pageant notes in a moment. Who thinks that they could read that for us? In Bahasa Inggris. Stephanie. Okay, go. In? Indo.. In.. Indonesian.

L16: ... say how old I am, sing happy birthday selamat

T: lebih keras a little bit louder Steph

L16: they.... how old I am ...

T: related

S: ... I have learnt about how birthdays are

T: celebrated

S: ..... I have made a birthday card

T: what do you guys think? ... sekali we've been very busy, haven't we?

your kartu ulang tahun [kamu], your birthday card, is going into your folder Chris Joel with your summary ... harus tulis nama sini your name here we won't decorate today, we don't have time, could you if we're going to this we'll come straight back

L: that's fine

T: anak-anak pergi ... duduk dan tulis namamu di sini silahkan. What did I just say?

S: (indistinct)

T: what are you going to sit on? Your?

L: fine

T: you just do what you have to do, okay

*A.4. Teacher distributes the paper to each children.*

*Children go their chairs to write their name and.*

*<general noise & talk.. a few Joels, terima kasih>*

*Children are back to sit on the floor quickly.*

T: year threes, put your hand up. year three children, hand up, year three.

L: wow! tinggi sekali! tinggi, ya.

T: you're tinggi, you are tall.

L: siapa di kelas empat?

N: angkat tangan

L: kelas empat. ya! bagus. tinggi.

T: Did you understand me? some did. You know that you're kelas empat. you're year four. and we'll have year threes first then we'll have year fours. not too bad, are they? and any more? <... orang>

T: anak-anak ... kelas tiga. hands up year three, then we'll count.

T: ... you speak Indonesian, can't you?

C: satu dua tiga empat lima enam tujuh delapan sembilan sepuluh sebelas <anak & guru> duabelas tigabelas

T: Terima kasih .... It is ... yeah, half and half... I've got twentysix

S: some are away

T: <apa kerjas> okay. I think we'll sing our birthday song

L: We'd love to

T: Whose birthday is it, everybody? Kelinci. Oh, the kelinci's birthday. Kelinci punya ulang [tahun] setiap hari. kelinci has a birthday every day. when he doesn't get something, he sulks.

L: kelinci ada ... sekali, ya? dan umurnya berapa?

T: Silahkan ... satu hari.

T: We know how he feels. okay!

S: I don't need the words

T: Okay. I'll start you off. satu dua tiga

#### A.5. Teacher and students sing 'Panjang Umurnya'.

S: Panjang umurnya, panjang umurnya, panjang umurnya serta mulia, serta mulia, serta mulia sung in Bahasa Indonesia>

T: Okay, well done. There aren't any other birthdays for anak-anak, are there? apa?

S: That's on Monday, though.

T: Last day of term. okay! anak-anak lihat! ... ulang tahun. anak-anak, lihat. ... gambar ... ada anak yang ulang tahun dan tiga tamu empat tamu dan saya punya ulang tahun tahun. tidak apa-apa doesn't matter. sini ada lima kata. ya, lima kata yang empat .. tulis tetapi ada huruf yang [pause] there's a letter gone missing. We can do our little ulang. no, two letters have gone missing. melihat.

T: Terima kasih. behind you. Candy.

#### A.6. Pieces of paper handed out

T: ada cukup? are there enough? Jess? Okay! ini ... kurang yang mudah sekali. this is very easy. I don't you had a lot of trouble lihat ada kata-kata ... ulang tahun ini. these are all the words to do with your birthday and your birthday party. ada lima, there are five ke[untuk] tulis di sini but you have to find the huruf the letters that are missing

S: Where it says ....

T: it could be either, couldn't it? that's very clever. what do you think I would prefer?

I think I would like tamu because tamu is to do with pesta to do with a party so your tamu can be any of those people, can't it? here's what you have to do. nomer satu job number one tulis huruf yang hilang write the letters that are missing from here. they are on there somewhere. easy. yep. ... ini. I'll move so that you can see. cape? are you tired? okay. sabtu ... warna di sini bring your pesta .... you can use your texta today. that's not in your book, is it? ... lihat! cut here. with your ... title dan .... kelenkar. dalam buku meletakan kalau ..... dalam kamus

Okay! Paste in glue in at the bottom of your page of your halaman. Potong cut out your words paste in above ... then a line from your word to your gambar once it's been pasted into your book. you understand? mudah. easy, isn't it? I'll be coming around to ask you a question

and maybe Ibu Lina and maybe Ibu Nihta also. keras... harus ... work well, okay? ada ... are there any questions?

L: Yeah, of course. Why did you ask me? You usually do. anak-anak, mulai

*A.7. Children go to their table and start working on their papers.*

<noise & speech>

T: Christine, .... has your books. Christine, Christine, ini!

[end of side 1]

*Teacher walking around the class*

S: which one would it be?

di sini which one is here

tamu

ya!

good! bagus!

<general noise>

what's the word for ...?

anda or kamu

if you're saying it to him, if you're saying you to someone your age

kamu

do you know kamu?

S: I've rode on a camel, but I haven't ... I've rode on a camel.

I'll tell you what, Jason. I want to see you finishing this off, okay.

you have buku, ah-hah. what's book in Indonesian? buku. book is buku. bukalah is open.

remember bukalah hadiah? open the book

... biru, ya.

biru. you know that, don't you, Jess?

what apa-apa ini?

how old are you?

S: nine

what's nine in Indonesian?

sembilan

... Shannon

oh, Shannon

silahkan .... susah sulit. what are you doing in Indonesian?

tidak tahu

apa. any questions?

oh, you need a new book. .... dulu

di mana balloon. here is the balloon, here

lilin lilin

di mana balloon? di mana lilin? bagus.

T: Lihat ... waktu ... only ten minutes left

ah-hah

... anak-anak ...

apa lagi .... warna ...how long

cepat cepat cepat

penuh ...

perempuan ini ... keras ... what are we going to do with you? don't want to start you on a new book, do I? we've only got two weeks left. ada dua ... lagi. tiga ... lagi. saya tidak mau ...

do you think we could get the whole thing on there by putting the picture up there? okay ...  
 use that page  
 .... sekali  
 Nihta ... Nihta  
 for example, we might pull out three or four kids from ... and see if there are some books we  
 can use  
 we're using the older ones ....  
 ini buku untuk .... membaca  
 ... tetapi bahasa ...  
 untuk kelas satu ... bahasa Indonesia  
 so soon .... dengan kurang sekali there's not a lot around, is there? even those I mean they're  
 nice to look at but those, they're just reference  
 we share these. they love those.  
 they're beautiful word... books but they're not sentences or anything in action  
 they use the dictionaries they go to that and draw a word using the dictionary ...  
 yeah yeah  
 they all love them  
 Lina ... lagi kelas ..... kelas lima kelas tujuh ... kelas datang Lina dan ...  
 ... kelas satu hari ini ... satu lagi  
 yeah sudah makan siang .... juga  
 oh yeah  
 hati-hati, ya?  
 how cheeky! nakal sekali! so much ... see?  
 I need the note for the pageant  
 no no no the notes that people brought ... last ... did you give any of them to Mrs Marshall? I  
 need to collect those up.  
 Graham ... smile .... ke Ibu Marshall... anda membersihkan anda  
 tutup buku .... -kan selamat siang

*A.8. Time is over, children collect again their book.*

C: Selamat siang Ibu Lina

L: Selamat siang, anak-anak

C: Selamat siang Ibu Nihta

N: Selamat siang, sampai jumpa lagi

...senang sekali hari ini

L&N: they were excellent

T: I don't think my senior class is as good as this one. It's going to be very hard actually to  
 follow, for the next class, especially because they're only grade threes and fours.

T: Okay, anak perempuan ... harus ... anak-anak senang. How many boys in here? there's  
 quite a few ...satu lima ... laki-laki .. lalu laki-laki .... perempuan .... all boys class ...

anak laki-laki ... Ibu Marshall

S: You're perempuan. yeah, bagus.

T: Saya perempuan

suit ini

ini juga ....

selamat siang

terima kasih, anda ... juga

... cepat cepat

*Children leave the class.*

Classroom B: Year 4/5

*B.1. Children enter the class*

(indisctinct sounds)

T: Here are your folders for your take home work, okay? We'll do that and then go on with the next part of our lesson. Could you pass out, please?

T: Membaca, membaca. Have a read.

S: Terima kasih.

L: I can hear a few terima kasihs. Excellent.

S: Terima kasih [many]

L: I'm loving this.

T: Lima anak saja, yang perlu bantuan karena agak lambat.

L: Yep, yep, that's fine.

T: We'll start

L: Will I read their names out...

T: Terima kasih.. Okay, you got everything? We all understand what we've done this term? Who'd like to read. Tell us what we've done. Jager.

L1: Basically, numbers to a hundred and beyond. Names of everyday objects at school. Asking what's this, what's that. Saying this is a ..., that is a ... Asking may I borrow. Asking the time. Telling the time. Common verbs. Saying I can. Skills in speaking, writing and reading.

T: That's a summary of our work, with one or two things left that we haven't done yet, but we need to get them in your folders. By the time your Mums and Dads read them you'll have done them okay? It'll be through when it's sitting in your folder.

*B.2. Teacher distributes the paper to each student.*

Okay, sekarang anda harus tulis nama anda di sini dan kembali belajar. Write your name and then what?

S: (inaudible)

*B.3. Children go to their chair to write their name down on the paper*

T: cepat cepat

(noise)

T: terima kasih.

T: Kembali anak-anak. Ini. Jager, cepat. Haven't you done that yet? You could have just done it. Terima kasih

(noise)

*B.4. Children are back again to sit on the floor*

T: Ah, Josh, sudah selesai..., wah! Ibu Lina dan Ibu Nihta ada... see if you can follow what I'm saying to our visitors. Keliling kamar ini ada ?lima puluh, tiga puluh empat tanda yang kecil mengenai kata untuk benda, benda-benda,

*B.5. Teacher is setting up the task*

L: uh-huh

T: benda-benda seperti penghapus, topeng, jam, dan lain-lain.

N: loteng  
T: bukan langit-langit?  
N: ya, langit-langit juga boleh.  
L: Itu, nomer dua. I don't know.  
T: What did I just say to our guests? I was doing this and doing that. What was I saying?  
S: On Thurs...  
T: Maaf, harus mendengar. Melissa?  
S: There's about twentyfive of them little cream and white cards  
T: signs  
S: around the room  
T: and what have we been doing with those signs?  
S: We've been trying to find them and write down the names and then we write them in these journals.  
T: We found them and we wrote down for instance we found the rak buku and then we wrote rak buku and then we said bookshelf and we're all at different stages. Okay? Kalau sudah selesai, angkat tangan. If you've done that task, hand up. Sudah. The lot. Dua puluh lima, sudah? Kalau belum selesai, harus selesai hari ini. If you haven't finished, you have to finish today. Nah, ada kelompok hari jumat di sini makan siang.  
L: ... Yeah?  
T: Hari jumat kelompok di sini untuk anak-anak yang nakal dan lain-lain dan mereka harus datang dan selesai ... kerja buku.  
L: Jadi kalau mereka tidak selesai, mereka berkumpul di sini pada waktu makan siang. Hari Jumat. Detention.  
T: kami panggil itu kelompok hari jumat  
L: Kelompok hari Jumat  
T: That's our Friday club, isn't it, our kelompok hari jumat. You don't want to be here. I won't want to be there and I won't be very happy when I'm here, so it's not a fun club, is it?  
L: oh, no  
T: Anda harus selesai hari ini. You need to get that task done. Okay? Baik. Oh, saya lupa word search word search teka-teki silang sama dengan crossword teka teki silang,  
L: TTS (Teka teki silang) (Crosswords, Ing.)  
T: Ah, TTS another bahasa Inggris word, fine  
Dengan nama benda-benda di kelas, tetapi, turun, hands down for a moment - lots of those not lots some of those words aren't around our room. Tidak ada. They're not there. <phone rings> Anda harus lihat dalam kamus. You have to look in your kamus. Misalnya, kuas. I'm not going to tell you what kuas means. You're going to find out for yourself, using your kamus. Okay?  
(Lina answers telephone, asks guru: ada kelas Ibu Donaldson di sana?)  
T: Anda harus pakai kamus. You have to use the dictionary. Kamus yang kecil di rak buku. Yeah, on the bookshelf. You know the little pocket dictionaries? I won't help you with kuas. I won't help you with rautan, pensil dan cat. You have to find out for yourself dan tulis di sini, write next door what it is, but many of them you know and they are on your tanda-tanda di keliling kamar, around the room. Mengerti, understand? That's for people who have finished their sign-work. Tetapi ada lima murid boleh saya lihat nama-nama itu?

#### B.6. *Children go and find their table*

L: Could I have those names?

T: ya, sebentar



T: yang halus  
 L: saya membaca  
 T: Ya, Ibu Lima membaca nama  
 L: Mereka anak-anak ini akan berkerja dengan saya di sini. Michael Bowden? di mana Michael?  
 S: he's not here  
 L: Okay. Roy? di mana Roy? Okay. Patrick?  
 S: he's here  
 L: So, Roy and Patrick, akan duduk di sana.  
 S: Sit at that table.  
 terima kasih  
 T: Siapa lagi?  
 L: Kirstie? Is it Kirstie or Kristie? Okay, Kirstie, come and work with me. And Danny.  
 T: ... Danny? Tidak ada?  
 L: No Danny today? There's two of them that are away.  
 T: Oh! Kelas yang salah. Wrong class. Kelas yang lain, maaf.  
 L: Oh, there's only two.  
 T: My mistake. Michael Bowden he's away kantor.  
 L: Roy's over there. Is Patrick here? And Kirstie's here.  
 T: Kirstie Koch. ...harus selesai  
 L: And Danny.  
 T: Kelas yang lain. Different class. Sorry, I forgot.  
 L: That's okay. So, do you want them to work with me now?  
 T: Are you happy for them to do that?  
 L: I'm very happy.  
 T: Kirstie, would you like to join Ibu Lina? She won't bite you.  
 L: No, Kirstie, I won't bite you, come on.  
 T: Just a little bite.  
 L: Okay, terima kasih, Ibu.

*B.7. Teacher walking around the class, helping students*

T: Okay, lihat. Bradley, sudah selesai? Tanda-tanda. Wah! Bagus sekali. Hmm, kami, we're going to learn how to tell the time on Friday tetapi ada parade binatang kesayangan hari jumat. There's a what is there Friday morning?  
 T: A parade, it's a parade kesayangan binatang ke sana. What's a binatang kesayangan?  
 S: Pet parade  
 T: Pet parade dan anak-anak harus bawa binatang kesayangan mereka ke sekolah untuk competition and ada prizes, hadiah-hadiah dan lain-lain. So, tidak ada pelajaran bahasa indonesia hari jumat karena ada parade binatang kesayangan. So we won't have a lesson on Friday 'cause we've got the pet parade, okay? The following week we'll start with our telling the time. But we have to get this task done. Anda harus selesai.  
 T: Okay! Kalau selesai, beritahu saya anda bisa punya check it word search, tts, teka-teki you can have a word search if you've finished your tanda-tanda, your sign-work. Okay? Selesai? Sudah.  
 L: Ibu McGeever, maaf. Do they have to use biro? Yeah? Okay.  
 S: Do we have to move seats? 'Cause they're sitting in our seats.  
 T: Michael Bowden, would you like to borrow a biro from my desk?  
 L: I think Roy didn't have one. Okay. You might have to borrow one.  
 T: From my desk, Roy. Michael Bowden? Dia nakal, ya?

C: (many replies)

T: Christine? Ke mana ...? Sudah?

L1: Yep

T: I think I'll find you something? Aaron, what (indistinct) Have you got one of these?

S: (unclear)

T: Yeah, you will, but that's just good manners isn't it. Just find another spot. Sam? No? Want one of those? ... Michael Treloar. One of these? Have a look. Melissa. Roland. No? Want one of these? Terima kasih.

L: Is there anywhere else for you to sit?

T: Josh? Linda, you down here. Candy, Linda, di sini. Yep. Josh. ... Selesai. Jager. Sienna. apa?

*B.8. Children shifting seats*

T: Apa? What did you say?

S: terima kasih

(noise)

T: Catherine?

S: She's not here

T: Sakit? Sakit, she's sick? Sean.

L: Chris, could you get on with your work?

T: Melissa. Sudah. Tracy. Jamie. Rene. Lihat. Rhiannon. Robin. Roy. Kirstie. Melina. Adam. Sudah? selesai. Saya akan lihat. I'll come and have a look.

(noise)

T: Anak-anak! Anda harus kerja baik. You have to work well.

T: anak boleh pakai texta you can use texta

(much talking)

L: Really, and that's basically ... I mean ...

(much talking)

S: what is it? I can't find it ... this table what's it look like?

(much talking)

L: getting desperate. they're gonna realise that...

(much talking)

L: terima kasih, kembali

(much talking)

L: You've been doing a good job there, Roy

T: Pakai kamus, pakai kamus. Take your dictionary. Use your dictionary.

(unclear conversation)

L: Oh, that's good. Well done. Doesn't matter just stick it on once more. Well done. ... selamat.

(much talking)

T: ... keras ... look!

S: apa kabar

L: di mana anda ...

L: ... kembali ...

L: now, Ibu-Ibu...

T: kelas, Ibu ...

T: buku lima

T: ... keras

L: When you've finished

T: Terima kasih. Lebih baik. Much better.

S: Di mana-mana?

(noise)

L: Brush kuas ...

L: Brush, paint-brush

T: like arti. Ada kamus yang lebih besar. di sana you know there's di sana.

T: Roy. Roy. Roy.... crayon can't have texta

L: Put your hand up

L: Well done

T: Your meeting plan comes on Friday

(noise)

L: Di mana anda tinggal?

(noise)

T: Maaf berhenti... anak-anak. diam, anak-anak. ada lima menit lagi, kalian harus berhenti.

Anak-anak harus mendengar. Kirsten. duduk. ada lima menit lagi, dan kami harus membersihkan kamar ini karena anda kelas yang berakhir. You're our last class. kerja untuk lima menit kemudian membersihkan kamar ini. Work for [five] minutes then we're going to have to clean up the room. terus. continue. lima menit saja.

(noise)

T: Okay! anak-anak lihat.[PAUSE] Roy. berhenti.[PAUSE] Dawn Heywood, look up.

Amanda, lihat. Kamu harus kembali ke kelas, tetapi anda harus membersihkan meja anda.

Buat kelompok dengan buku-buku, make a pile of books. Membersihkan meja anda. Ssst... kursi di sini ... okay, cepat. Amanda.

(noise)

#### *B.9. Children clean their table*

T: Okay, anak-anak. harus memperhatikan, mendengar, lihatlah. Lihat, mendengar, Amanda, diam. Shannon.

T: Mengucapkan selamat siang kepada Ibu Linna

C: Selamat siang, Ibu Linna

T: dan kepada Ibu Nihta

C: Selamat siang, Ibu Nihta

N: Selamat siang, anak-anak.

T: Selamat siang, anak-anak

C: Selamat siang, Ibu McGeever.

T: Siapa yang mau datang ke jalan Christy hari jumat. Jalan Pantai Christy, maaf. sudah punya? Have you already got one of these? Anda harus membawa ini tepat ke sekolah besok atau hari jumat. Jangan lupa. Dan ada pakaian di sini dan anda bisa anda boleh. Jamie? mungkin. Roy? mungkin anak perempuan. kembali ke kelas. okay, sampai jumpa

*The girls go back to class*

T: anak laki-laki mungkin kelas

*Then the boys*

## Appendix L

## Summary Language Plan 1998 – 2007 in South Australia (draft)

### DRAFT

### SUMMARY OF LANGUAGES PLAN 1998 - 2007

*For public education and care, the challenge is to support children's and students' understanding of other cultures through the learning of languages (Foundations for the Future).*

The Lo Bianco Report, *Consolidating Gains, Recovering Ground: Languages in South Australia*, concluded that the focus on breadth of coverage of the 1986 State Languages Policy was an unqualified success. The Report states that: *If one of the goals of the languages policy has been to persuade the wider educational community that languages are important, then it has succeeded in an impressive way that augurs well for the future.* (pg 15) At the same time, the Lo Bianco Report identified the need to concentrate future action and energy on improving the quality of languages programs by focusing our efforts on the tangible educational outcomes of students.

In moving towards addressing the balance between breadth of coverage and quality of language learning outcomes for students, the issues of: teacher supply; the nexus between non-instruction time and languages in Junior Primary and Primary Schools; continuity of learning and retention rates in Secondary Schools were identified as critical.

This Languages Plan has been developed, taking cognisance of the issues identified in the Lo Bianco Report and the issues raised by schools and other stakeholders during the extensive consultation period. This Plan sets the directions for languages education in this State for the next 10 years.

The goal for this plan is that:

**By the year 2007, all students through R-10 will be learning a language other than English in quality programs that are an integral part of a broad and balanced curriculum.**

DETE will provide support for the following range of languages: Aboriginal languages, Chinese (Mandarin), French, German, Greek, Indonesian, Italian, Japanese, Spanish and Vietnamese.

To support schools in responding to operational issues, like the nexus between Languages and non-instruction time, they will be given greater flexibility in the management and delivery of language programs; e.g. schools will have the option of concentrating language programs in particular groups of year levels, as resources allow. Within this context of flexibility, schools will need to demonstrate that there is tangible growth in student learning.

Quality language programs in schools will be supported by the development and implementation of:

- program standards, that identify the preconditions for effective management and delivery of language programs and growth in student learning.
- student standards, that articulate the learning outcomes of students in a range of settings and programs.
- teacher standards, that describe the minimum competencies in terms of both proficiency and teaching pedagogy.

## PHASED IMPLEMENTATION PROCESS

TARGETS OUTCOMES	WHAT SCHOOLS WILL DO:
<p><b>2001</b></p> <p>By the beginning of the year 2001 all schools will have planned for the long term provision of languages programs that focus on quality learning outcomes that are linked to the LOTE Statement and Profile.</p>	<p>The Schools' planning process will address:</p> <ul style="list-style-type: none"> <li>• Choice of language(s)</li> <li>• Program type</li> <li>• Frequency, duration, intensity</li> <li>• Expansion that covers all year levels</li> <li>• Resources (physical/financial)</li> <li>• Continuity in language learning</li> <li>• Mode of delivery</li> <li>• Monitoring and reporting of student achievement</li> <li>• Teacher availability</li> <li>• Partnerships</li> </ul> <p>In working towards the long- term goal, schools will have the flexibility to choose one of the following options in negotiation with District Superintendents:</p> <ul style="list-style-type: none"> <li>• they may continue with their current language programs.</li> <li>• they may expand their current language programs</li> <li>• they may concentrate language programs in particular groupings of year levels. With this option, Junior Primary and Primary schools will introduce language and cultural awareness programs in year levels where language programs are not offered.</li> </ul>
<p><b>2004</b></p> <p>By the beginning of the year 2004 all junior primary and primary schools will have student achievement data that demonstrates growth of learning in languages, linked to the Statement and Profile and student standards.</p>	<p>Junior Primary and Primary Schools will have reported to the system on student achievement that indicates growth of learning in languages.</p> <p>Language programs in junior primary and primary schools will have been implemented in accordance with the program standards, student standards, and teacher standards.</p>
<p><b>2007</b></p> <p>By the beginning of the year 2007 all schools will have student achievement data that demonstrates the growth of learning in languages, linked to the Statement and Profile and student standards.</p>	<p>Secondary Schools will have reported to the system on student achievement that indicates growth of learning in languages.</p> <p>Language programs in all schools will have been implemented in accordance with the program standards, student standards and teacher standards.</p>

## **SCHOOLS WILL BE SUPPORTED BY:**

### **Quality Assurance :**

- The development and implementation of student, teacher and program standards.
- quality assurance processes for monitoring the implementation of this plan.
- District Superintendents and Curriculum Officers in planning for and implementing quality language programs.

### **Teacher Supply:**

- The development and implementation of a DETE Personnel Management Plan for recruitment, retraining, professional development, retention and career pathways of teachers of languages.
- The development and implementation of an extensive retraining program to increase the number of teachers of languages.
- The implementation of a recruitment strategy to increase the number of teachers of languages.
- Professional development programs for teachers of languages.
- The establishment of a joint planning structure with the tertiary sector in order to more effectively meet preservice and inservice needs.

### **Curriculum:**

- The development of multi-media materials in a range of languages for a range of program types.
- The availability of interactive technologies for flexible delivery of language programs.
- Background speaker involvement and experts with linguistic expertise in Aboriginal language programs.
- The development of Language and Cultural Awareness programs.

### **Learner Pathways:**

- The establishment of focus schools both in the metropolitan and country areas.
- The development and implementation of content-based programs
- The expansion of languages offerings by the Open Access College and the South Australian Secondary School of Languages.
- The provision of language maintenance and development programs for indigenous learners and students of non-English speaking backgrounds.
- The development of programs that enhance options for students at senior secondary level.

THE LANGUAGES PLAN 1998 - 2007	
LO BIANCO REPORT - Recommendations	Implementation of Lo Bianco Recommendations
<p><b>Recommendation 1</b> 1(a) This recommendation proposes a series of measures to ensure the effective devolution of the management of languages programs to schools, while at the same time ensuring effective quality measures.</p> <p>In particular it is proposed that:</p> <ul style="list-style-type: none"> <li>• schools develop a three year languages plan on the basis of clear guidelines that specify minimum quality requirements such as: <ul style="list-style-type: none"> <li>- assessed minimum language competency for teachers/tutors</li> <li>- maximum number of classes per teacher</li> <li>- minimum of 2.5 hours per week by 1998 moving progressively to 4 hours per week by 2002.</li> </ul> </li> <li>• the Curriculum Division develop a 'Register of Minimum Requirements' for the use of schools and their District Superintendents who will have responsibility to support and monitor the plan's implementation.</li> <li>• School languages plans will be lodged with the Curriculum Division for approval and/or modifications.</li> <li>• As from 1998 DETE provide continuous staffing in the following nine languages: Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek, Spanish and Vietnamese.</li> </ul>	<ul style="list-style-type: none"> <li>• schools will not be required to develop a languages plan as a stand-alone plan, but rather to provide evidence of long term planning for languages within the context of the whole school plan. This planning will not require schools to specify assessed minimum language competencies for teachers; but it will require specifications of other considerations including numbers of classes, time allocation, resources (human, physical, financial), professional development support, program type, choice of language, continuity and transition issues, phased expansion, mode of delivery, achievement of learning outcomes.</li> <li>• This will be called 'program standards'. These standards will describe the minimum conditions required in a school to facilitate a successful language program. These standards will provide guidance to schools in their planning.</li> <li>• Plans will not be lodged for approval. However, District Superintendents, through departmental Quality Assurance processes, and with the assistance and support of the program standards and Languages Team officers, will monitor the development and implementation of languages planning within the School Plan.</li> <li>• DETE is committed to providing support in this range of languages. Aboriginal languages have been added to this list. Due to the teacher supply issue, we are not able to guarantee continuous staffing in the short term. However, our retraining and recruitment initiatives are working towards resolving this issue. In addition to teacher supply, DETE is also providing support to this range of languages through development of curriculum materials, including multi-media materials, and through professional development.</li> </ul>

- The breadth of languages and the diverse needs of students be met through the services of complementary providers such as ethnic schools, the South Australian Secondary School of Languages, the Open Access College and schools in other systems.

- DETE calculate and indicate to schools a credit of resources in the form of TRTs, HPIs, Tier 2 staffing for mother tongue maintenance and development programs.

#### Recommendation 1

##### 1(b)

- The charter of SASSL be changed to:  
- permit it to offer programs in primary and junior primary schools.

- restrict its offerings to languages other than those indicated as the Departmentally provided ones.

- stimulate "seeding" programs in the designated languages where it is not possible for the Department to meet the need for continuity, and such "seeding" should be for a maximum of 3 years.

- SASSL be encouraged to further develop its accelerated programs in the same "seeding" format.

##### 1(c)

- The future role of the Open Access College:  
- Schools be encouraged to consider the establishment of the facilities (satellite dishes in digital model, sound proof rooms etc) so that the inevitable expansion of distance modes into languages provision can be facilitated.

- Students who may wish to learn languages other than those listed above, may do so, either through SASSL or through Ethnic Schools. Schools may choose to offer - languages other than those listed. If they choose this, they do so knowing that there is no system support in terms of teacher supply, materials development and professional development. (Exception to this is the current mother tongue programs). Students who wish to continue or start the study of one of the listed languages not offered by their school, may choose to study it through the OAC (if it is one of the 4 languages offered), SASSL, or the ethnic schools. Individual schools may choose to negotiate with schools in the private sector, if this best meets the language learning needs of their students.

- This method of allocation of resources is not being implemented in the Languages Plan. Mother tongue programs will continue to be offered, to support the learning needs of students of non-English speaking backgrounds. Processes for resource allocation are currently under review and some changes may evolve as a result.

At this stage, SASSL is expanding to the upper primary only. Any further expansion will be dependent on monitoring of the upper primary component

There will be no restrictions to the languages offered by SASSL. Any restrictions would impede access, choice and continuity for students.

- implemented

- implemented

- Expansion of current language offerings by the OAC to cover the full gamit of 4-12 in the 4 languages is being undertaken in the first instance. Any further expansion, including accelerated courses, will be subject to resources.





<ul style="list-style-type: none"> <li>• Preferential employment to be offered, all other things being equal, to potential teachers who are able to offer the general curriculum in one of the designated languages.</li> <li>• A discussion paper on the strategic plan should be issued mid 1996, for consultation declaring a commitment to implement such a scheme systematically from 1998 onwards.</li> </ul> <p>2(c)</p> <ul style="list-style-type: none"> <li>• From 1997 to 2000, the minimum time allocation for R-10 languages programs should be increased to 2.5 hours per week.</li> <li>• From 1998 onwards, the government should aim to have reduced the present average ratio of teachers of languages to students from 1:90.</li> <li>• The consequent increased number of qualified language teachers should be engaged.</li> <li>• In many primary schools where teachers presently offer languages to all year levels, it is preferable that the program be restricted to the upper primary levels years 4-6, and that the time allocation per class be significantly increased.</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented.</li> <li>• Not required.</li> <li>• Minimum time allocation is not being stipulated. However, the program standards will define optimal requirements for different program types.</li> <li>• We are working towards this, through both our retraining and recruitment initiatives.</li> <li>• This will be the outcome of our retraining recruitment and professional development initiatives.</li> <li>• This is one of the options available for schools, within the context of devolution and flexibility. (In SA, Upper primary includes year 7). In moving towards the goal of the Plan, schools will have the flexibility of offering languages programs in any groupings of year levels, as long as the required student outcomes are achieved.</li> </ul>
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### Recommendation 3

#### 3(a)

• It is recommended that languages be a required area of study in the secondary schools in South Australia. This recommendation ought to be implemented progressively so that it is fully in place in 2006. The phasing in of the mandate for languages study should be in accordance with the following sequence:

- 1997 - year 8
- 1998 - year 9
- 2000 - year 10
- 2005 - year 11

#### 3(b)

• It is recommended that the number of units of required study within the SACE be increased to 14 at Stage 1 by 2005.

#### 3(c)

• It is recommended that the SSABSA be requested to consider publishing annually the average scaled scores in languages relative to other subjects.

#### 3(d)

• The Minister is urged to discuss the positive outcomes for school languages study in Victoria of a tertiary bonus, with his Ministerial colleague responsible for the tertiary sector and through him with the appropriate authorities within Higher Education Institutions.

#### 3(e)

• It is proposed that the DETE representatives on the SSABSA consider the following options:

- additional points for subject achievement scores in particular ranges, the grade band option
- the overall aggregate multiplier added to subject achievements of 10 or better

• If such schemes were pursued, it should be limited to between 1997 and 2004, prior to the full implementation of recommendation 3(a) - when languages will become a compulsory part for the completion of SACE. At that point the scheme should be discontinued

• The phasing in of this requirement has a longer timeline than the one proposed in the Lo Bianco Report, as a result of the teacher supply issue. The plan stipulates that by 2004 all students in R-7 will be learning a language; and that by 2007, all students in R-10 will be learning a language. In addition, the plan stipulates outcomes to be achieved. Further work is yet to be done on the development of more detailed student standards. This requirement provides a safeguard, in that it ensures that the requirements of the program standards will be put in place. Compulsory languages as part of the SACE pattern is an issue to be discussed as part of the SACE Improvement Plan.

• This is a decision that needs to be made at the SSABSA Board level. It is out of DETE's jurisdiction. However, we can contribute to the discussion at SSABSA as they undertake their work on the SACE Improvement Plan.

• This is an action for SSABSA

• Bonus points are being implemented in the near future.

• This is an action for SSABSA

• This is an action for SSABSA.

• This is an action for SSABSA.

#### Recommendation 4

##### 4(a)

- A joint planning structure coordinated by the SATCC should be established to systematically analyse the available teacher preparation programs in relation to a better match between the provision of language upgrading, methodology and curriculum planning programs, to respond to teachers' needs.

- Open learning and distance methodologies should be an integral part of teacher preparation courses.

- Areas that should be investigated include: minimum agreed qualifications for language teachers at all levels, and pathways and entry points to the profession as well as minimum required for those teachers employed by complementary providers.

##### 4(b)

- The above joint planning structure negotiate and promulgate agreed standards of proficiency for different program types and that these serve as the minimum quality assurance benchmarks for the DETE.

- The Catholic schools and indeed the complementary providers be involved in the process of the agreement of these standards.

##### 4(c)

- On the basis of these agreed standards it is recommended that an audit be conducted of the present teaching service and that this be used as the basis for the calculation of and identification of the demand for teachers through to 2005, and the full implementation of mandated languages study.

##### 4(d)

- The above database should be used to plan and implement training and development programs for practising and intending teachers.

- These measures should be included in the Strategic Personnel Plan for languages and to be an integral part of the DETE workforce planning.

- This is being established. However, it is being coordinated by DETE, and will analyse teacher inservice programs in addition to teacher pre-service programs.

- The above group will consider this.

- The above group will investigate this. In addition DETE is commencing development of teacher standards, which will describe minimum requirements in terms of proficiency and pedagogy, for teachers in DETE schools only. These standards will inform both pre-service and in-service.

- These standards will be developed by DETE, in consultation with the joint planning structure and all other stakeholders.

- These groups will be consulted.

- This will be considered by the Personnel Management Group.

- This will be considered by the Personnel Management Group

- Personnel Management Group is being established, to develop and implement this plan

<p>4(e)</p> <ul style="list-style-type: none"> <li>• It is recommended that the DETE set aside release time entitlements in a planned fashion from 1997 onwards and that it make available scholarships in line with the schemes being presently established under the NALSAS Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional scholarships will be made available through the additional funding.</li> </ul>
<p><b>Recommendation 5</b></p>	
<p>5(a)</p> <ul style="list-style-type: none"> <li>• That the State Government provide resources for team teaching in year 11 and 12. This involves the teaming of a native speaker of an Australian language with a supportive classroom teacher. This should occur over several years with 1996 being a consultation year for establishment in 1997. These programs would use the Australian Indigenous Languages Framework (AILF).</li> <li>• That one year 11/12 pilot program be established in each of 1997, 1998 and 1999.</li> <li>• That two additional salaries per annum from 1997 be funded to provide background speaker involvement and linguistic expertise to AILF programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional resources are available to support team teaching at all year levels.</li> <li>• Included in the above comment.</li> <li>• Included in the above comment.</li> </ul>
<p>5(b)</p> <ul style="list-style-type: none"> <li>• That syllabus frameworks to cover indigenous languages should be accelerated, using as a model the Pitjantjatjara and Yankunytjatjara second languages frameworks for R-12 programs.</li> <li>• Other target syllabi need to be developed as the prototype for language revival programs eg in Kurna, Ngarrindjeri or Narrungga.</li> </ul>	<ul style="list-style-type: none"> <li>• Pending availability of further resources.</li> <li>• Pending availability of further resources.</li> </ul>
<p>5(c)</p> <ul style="list-style-type: none"> <li>• Language advisory support be provided to the teaching of Aboriginal languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented.</li> </ul>
<p>5(d)</p> <ul style="list-style-type: none"> <li>• That school based Indigenous languages are made accessible through a variety of alternative delivery modes including SASSL, the Open Access College.</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented through SASSL. Delivery through OAC is dependent on availability of further resources.</li> </ul>

- It is proposed that the DETE create a permanent structure for the purpose of allowing students to encounter the use of languages other than English in tailored but naturalistic settings. The immersion languages village would be available to schools, country and urban, Catholic and Independent, and by lease to ethnic schools as well other providers.

### Recommendation 7

- New arrivals centres are strongly encouraged to implement this recommendation.

- It is recommended that the International Affairs Unit maintains its programs on:
  - teacher exchanges
  - educational tours
  - hosting of visitors as language role models
  - individual scholarships
  - in-country study programs
  - school twinning arrangements

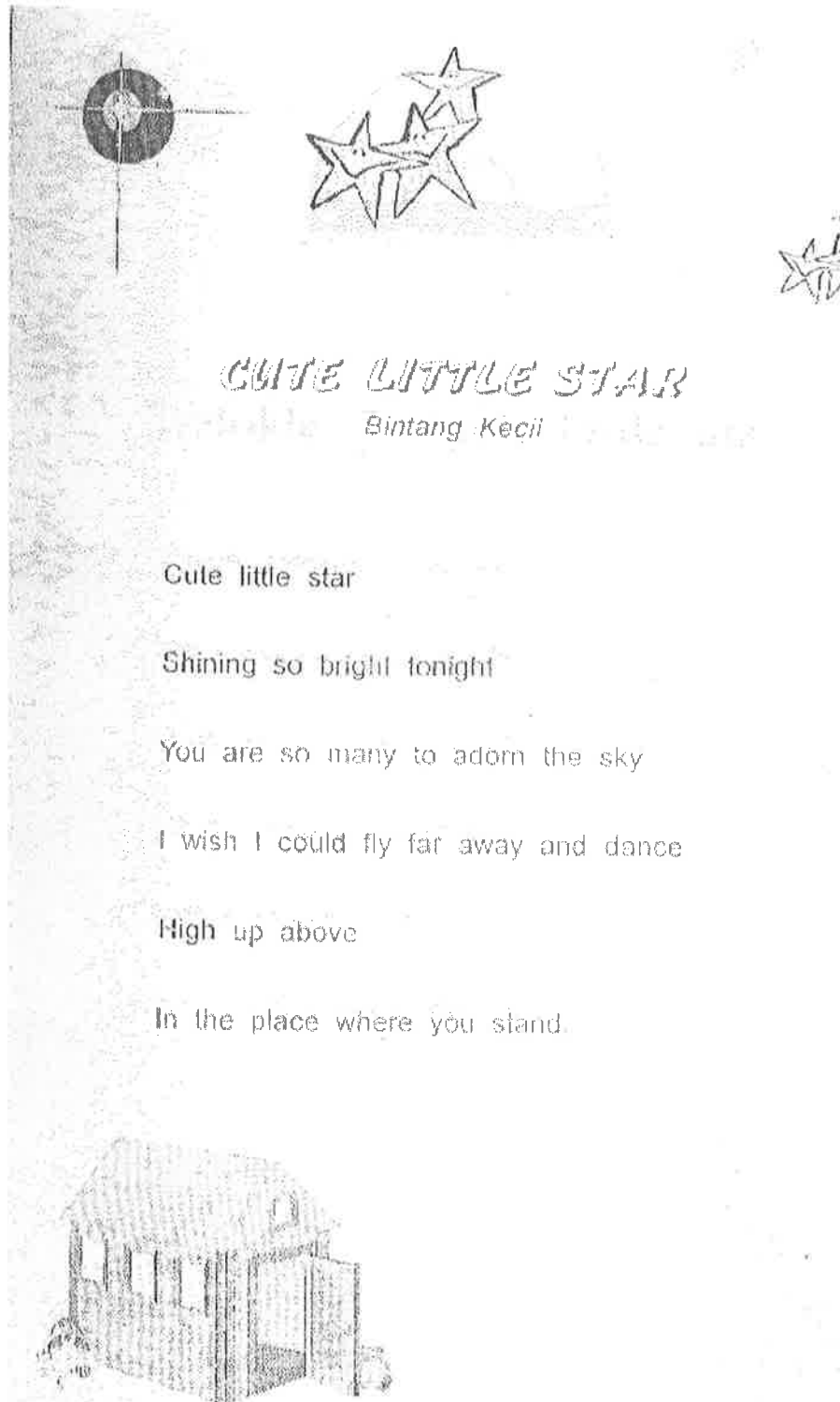
- Implemented.

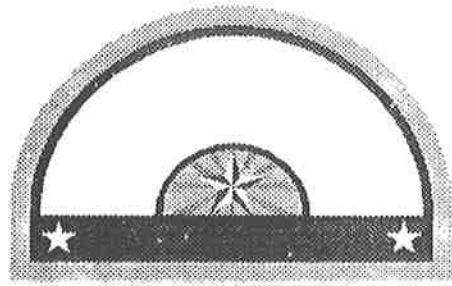
- The report recommends that the Curriculum Division supports the development of language awareness courses.

- Planning is under way for the development and implementation of language and cultural awareness programs in primary settings.

## Appendix M

### Example of children songs (translated from Indonesian into English)





## Twinkle, Twinkle Little Star"

Twinkle, twinkle , little star

How I wonder what you are

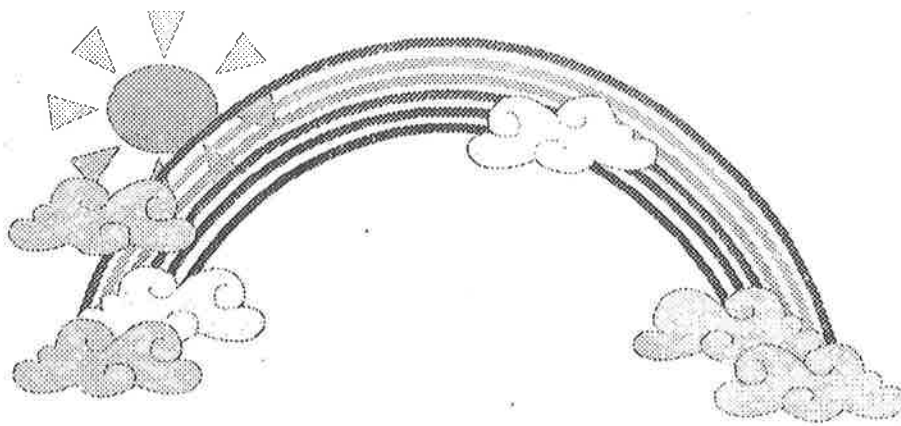
Up above the world so high

Like a diamond in the Sky

Twinkle, twinkle little star

How i wonder what you are.





## A RAINBOW

(Pelangi)

A Rainbow in the sky  
How beautiful you are  
Red, yellow, blue and white  
So colourfull and bright  
Your Painter is so great  
Makes you so far and high  
A Rainbow, a rainbow  
We are proud of you.



## So good And So Kind

She was so good and so kind to me

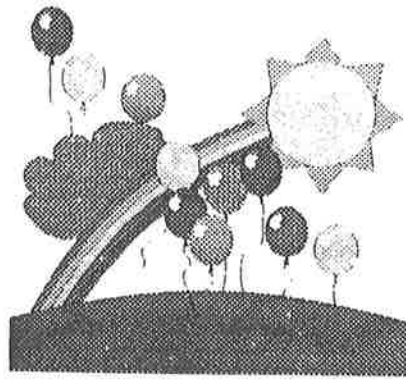
Like all the rest of the family

I never forget my Mama

She was, she was, she was

So good and so kind to me ....

..... seterusnya ditunjuk anak untuk  
menyatakan He Or She



## **MY BALLON**

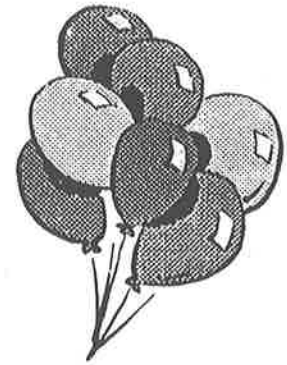
*Balonku*

I have five pretty balloons

Consisting of five colours

Yellow, purple red and blue

Green as the leaves of a tree



There goes and pop one balloon

There remain now only four.

I feel scared and hold them tight.

Cause I don't want to loose more.



# MY TWO EYES

*Dua Mata Saya*

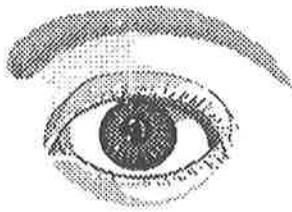
Two eyes I have to see

One us to poke around

I also have two feet

With brand new shoes to run

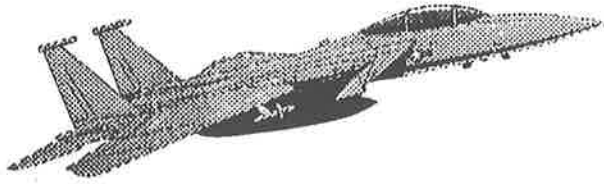
Two little ears I have



Right and left of my head

One little mouth I have

That's eating all day long



## *A Fearless Captain*

*Kapten Pemberani*



A Fearless captain sure I am

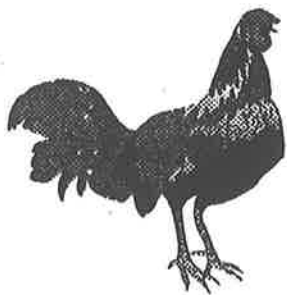
Wearing along and pointed sword

When I am walking

Prok, Prok, Prok

A fearless Captain

Sure I am.



## My. Cock

Ayam Jantanku

My. cock is dead

My cock is dead

My cock is dead

My cock is dead

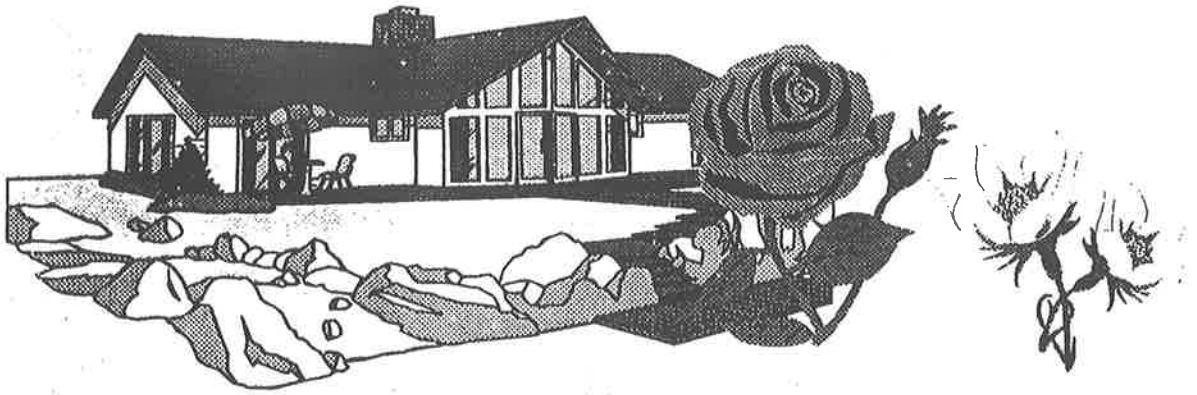
He cannot more sing

Coco di coco da...!

He cannot more sing

Coco di coco da ...

coco coco co coco di coco da 2x



# My. Garden

*Kebunku*

My. garden is full

Of flowers of all kind

Some of them are blue

And some of them are white.

I water'd them all

At the end of the day

All standing in row

So pretty and so gay.



# HOW ARE YOU ?



Black eyes Susan

Black eyes Susan

How are you

How are you

Very well I thank you

Very well I thank you

How are you ?

How are you ?

Substitut to : Brown eyes    Magy  
  Hendra  
  Tonny  
  Angel  
  Allo  
  Boki



## Appendix N

## Photographs of PS Classroom

- Picture A



Typical Thai Classroom

- Picture B



Typical Thai Classroom

- **Picture C**



**Typical Thai Classroom**

- **Picture D**



**Typical Indonesian Classroom**

- **Picture E**



**Typical Australian Classroom**

- **Picture F**



**Typical Australian Classroom**

## Appendix O

## Map of Research Location



### Notes:

Pattani → 1

Nakornpathom → 2

Adelaide → 5

Khon Khaen → 3

Manado → 4